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UNIT ORGANIZATION OF THE TOPIC
THE EARLY DAYS OF CONCORD

A Service Paper

Presented to

Boston University

School of Education

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

---

by

David F. Dix

(B.S., State Teachers College, Bridgewater, 1942)

1949

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CHAPTER I

PURPOSE AND SCOPE OF THIS PAPER

The Nature of the Problem.--The purpose of this service paper is to apply the basic principles and procedures set forth in Fundamentals of Secondary-School Teaching 1/ and in the course in The Unit Method in the Secondary School, as taught at Boston University, to the unit organization and classroom presentation of the topic The Early Days of Concord. Should the results prove valid and reliable in light of the analyses to which they will be subjected, the unit will be incorporated into the course of study in American History in the school involved.

This unit is organized so as to insure the acquisition of desired concepts by all levels in a class by providing differentiated interest, thus taking care of individual differences.

The problem was suggested by an existing need in the curriculum for a well-planned unit dealing with the history of the early days of the town in which the pupils live.

Two major reasons exist which make the unit worthwhile and profitable. All Concord residents, as soon as the town's history is reasonably comprehensible to them, should have a fairly thorough knowledge of and appreciation for their heritage. There are so many visitors coming into the town at all seasons, to see the host of historic places which exist there, that the community demands that the local citizens be well informed, so as to extend gracious courtesies in the directing and

1/ Roy O. Billett, Fundamentals of Secondary-School Teaching, Houghton-Mifflin Company, Boston, 1940.

assisting of the visitors. Not only is this based on social pride, but also on the direct commercial benefits accruing from the influx of tourists.

Scope of the Problem.--The unit has been narrowed down to cover the historical events which occurred from just prior to the original settlement of Concord up to and including the outbreak of the War of Independence.

It was the purpose of the teacher to emphasize the growth and spread of democratic philosophies and ways of life, culminating with the writing and ratification of the Constitution of the United States.

The unit attempts to stimulate comparison of the past with the immediate present of the pupils. The youth of Concord should gain a lasting understanding that they have a great past to live up to today. Democracy is not a thing of the heroic past, but a living, growing actuality which demands constant cultivation and support.

The delimitation, as well as the indirect and incidental learning products, are planned to suit the capabilities and interests of a group of twenty-nine junior high school pupils of eighth grade level. The unit occurred at an ideal time in the curriculum, fitting in nicely between two units dealing with early America.

Method of Solving the Problem.--The method employed in this unit was that of gathering objective data on a specific group of pupils and a specific classroom situation. The teaching-learning situation was developed by analysis and creative synthesis.

The achievements of pupil and class were measured by a one hundred and twenty-eight item objective test. The test was first given at the outset, and repeated at the culmination of the unit.

After the test was administered and scored, its results were studied and interpreted. To do this, the actual growth of each pupil and of the class as a whole was found by construction of a chart in which the results of the pre-test were contrasted with those of the final test. The growth of each pupil and of the class as a whole can readily be determined from analysis of the totals columns.

The second part of the problem was to discover the relative growth of each pupil in relation to each other pupil, and to the class as a whole. Therefore, the arithmetical mean of the total scores made by the class has been calculated as a measure of the average growth of the group. Then, continuing the calculations, the standard deviation was determined as a measure of the amount of spread of the pupils' growth above and below the mean.

Employing the values determined through the preceding statistical techniques, a relative-growth scale was constructed which consisted of five equal parts, defined in terms of total scores made by the pupils on the test. This scale served as a first step in trying to estimate the relative growth of the pupils.

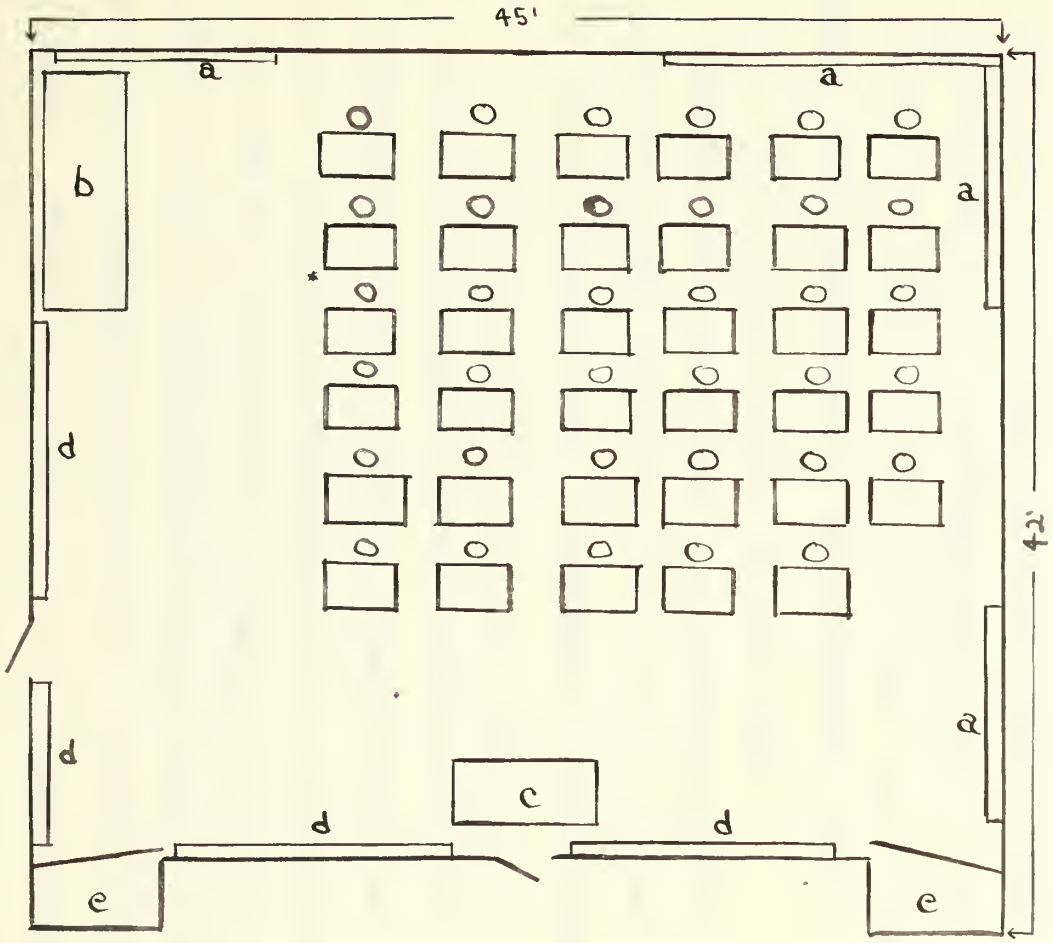
Having located each pupil in a group on the basis of his test score, further evidence had to be gathered in order to see whether he belonged in the same or another group in the light of the entire body of facts

concerning his growth in the unit. The teacher's log of pupil progress served to provide the additional evidence.

Preparation of the Classroom for the Unit.--The class which experienced this unit was housed in a large wooden two-story school building over 50 years old. The room in which they worked was quite large, being 45 feet wide and 40 feet long (see drawing which follow). There were 33 traditional style wooden desks attached to the floor, in five full rows and one partial row. The arrangement of the room was such that there was a considerable amount of open floor space at the front and along both sides.

Before attempting to make any improvements in the room we had the privilege of consulting with Mr. Ralph D. McLeary, Superintendent of Schools, as to the possibility of removing the fixed desks and of obtaining movable furniture, bookcases and other equipment which would improve the teaching-learning situation. During the conference we learned that the school committee was seriously contemplating the elimination of the entire building in the near future, and the shifting of its junior high school pupils to a consolidated school. No funds with which to purchase new classroom equipment would be available before that date. However, we obtained permission to make temporary changes in the classroom in order to facilitate better learning.

Acting under the aforementioned authority the pupils and teacher set about acquiring and installing certain desired materials. Three large bookcases were placed in strategic positions about the room, thus more than tripling the former shelf space. The pupils assisted in moving many



a-bulletin board
b-bookcase
c-teacher's desk
d-blackboard
e-closet

FIGURE 1

CLASSROOM BEFORE UNIT

historic reference books from the book storage room in the basement to the new bookcases. The bookcase which was added to the front of the room was used for those reference books which were made available for use in the unit. Several comfortable leather-upholstered chairs were discovered in the attic of the building and after being cleaned were placed near the new bookcases.

A survey of the number of tables and chairs to be found throughout the school was made. It was found that there were three large tables in various rooms which were not being used for any special purpose, and these were obtained for our room. Some enterprising pupils also found two additional tables in the janitor's storeroom which could also be brought into the room and used to good advantage. Thus we now have a total of five large tables, and an adequate number of suitable chairs.

Although two small closets exist in the room they are used as storage spaces by special teachers (Art, Music) and are not available to the class using the room for history. Therefore, in order to make filing space for the pupils' use in storing study guide sheets, reference lists, paper work, and optional related activities materials we obtained two metal lockers from the athletic storeroom. These, with two shelves added to each one, make satisfactory filing cabinets of an improvised nature.

As no card file case was to be found anywhere in the school, and none could be borrowed from other schools in town, we made an arrangement with the teacher in the adjoining room to use his card file box whenever our class meets. This box is portable, and can be brought into the room

easily, to be placed at the disposal of the pupils seeking detailed information pertinent to the optional related activities.

Additional bulletin board space was created along one wall near the new bookcases, and also at the front of the room in place of one of the blackboards, which was always a difficult blackboard to see from the rear of the room due to lighting difficulties.

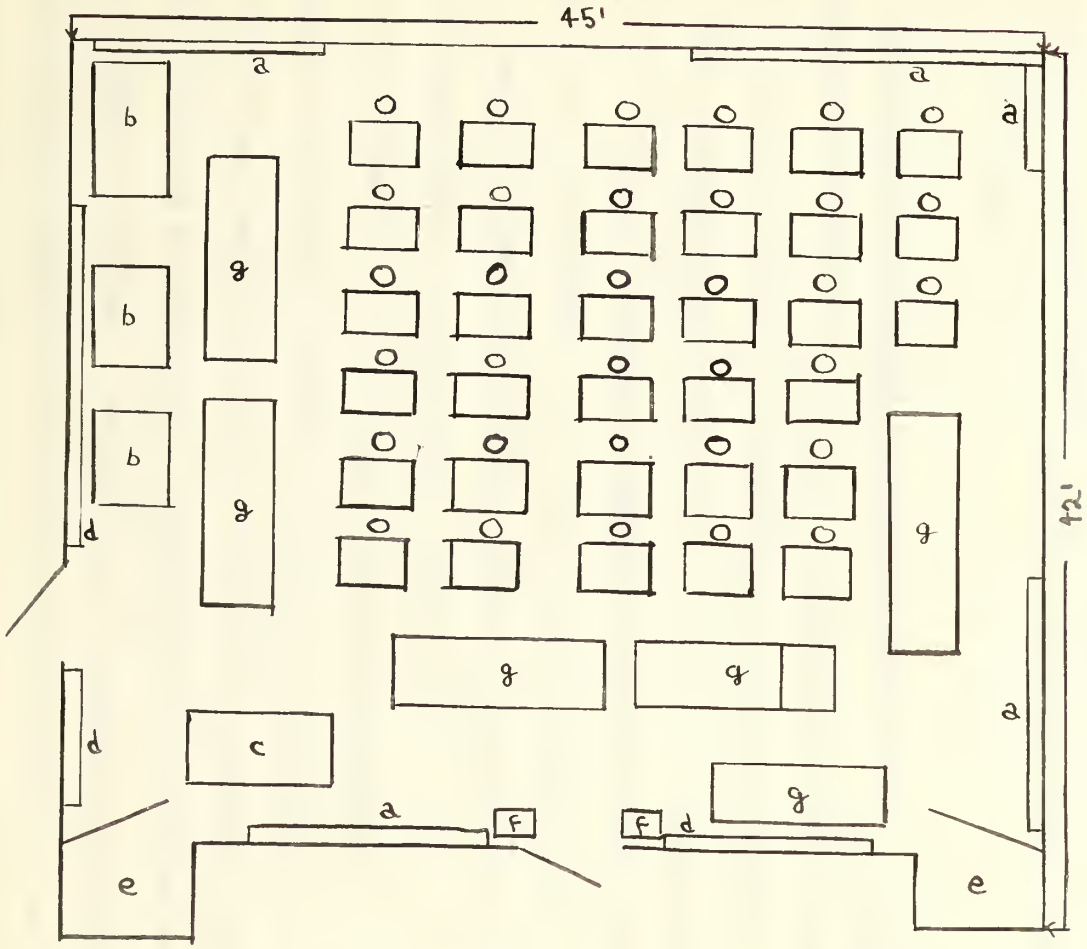
Newspaper and magazine clippings related to the unit were placed on the bulletin boards by a committee elected for that purpose, in order to stimulate interest in the topic about to be studied.

Several large drawings and pictures related to the unit were found at the bottom of a pile of miscellaneous illustrative material in one of the closets. These were mounted attractively by the pupils and placed in the filing cabinets for use during the unit.

A long-forgotten picture of the Minute Man, and a dusty map of the Concord Fight, were found tucked away at the side of the other closet. After being washed and repaired these fine pictures were hung at the front of the room in a conspicuous position.

The two bottom shelves in the largest bookcase were cleared out, and many of the pamphlets to be used in the unit were placed thereon.

The teacher in charge of the visual aids for our school was contacted several weeks in advance of the tentative beginning date of the unit in regard to obtaining motion pictures and other visual aids equipment. The projectors and films were ordered well ahead of time, and were ready when needed.



a-bulletin board
b-bookcase
c-teacher's desk
d-blackboard
e-closet
f-filing cabinet
g-table

FIGURE 2
CLASSROOM AFTER UNIT

The majority of the more useful reference books were supplied by the Public Library. Arrangements for these books to be used were made by the teacher with the cheerful cooperation of the librarians. Several volumes usually kept on reserve in the main library were made available to us with the stipulation that they be used in the classroom and not taken home by the pupils.

A card system for supplementing the reference books was arranged so that the pupils might borrow them as they would borrow library books. This was done as a project by the eighth grade group as part of their work in Literature.

Preparation of the Pupils for the Unit.--The unit The Early Days of Concord was the first complete unit of junior high school history work for the class, but not its first experience with the unit method.

After completing the course in the Unit Method at Boston University the writer attempted to gradually introduce its concepts into the field of history in the junior high school in West Concord, Massachusetts. The old style of teacher-dominated class had apparently controlled the field in the school for many years, and upon careful study the writer found many weaknesses in the system. There had been little or no provision for individual differences in the history course or assignments. Group work was a more or less mechanical, required task to be done with a minimum of effort and interest on the part of the pupils. Individual study consisted mainly of reading a chapter in the book, then writing out answers to questions in the workbook which accompanied the text. There was one text, none too well

suited to the median reading level of the class. These and many other faults in the teaching and learning situations could be cleared up by means of the unit method if it was introduced carefully.

The teacher wrote several units according to the unit method which would not be too revolutionary to the class nor to the administration, and put them into effect cautiously. Rather elementary forms of the core activities guide, and special or optional related activities guide, were mimeographed in the school office. These were distributed to the class, with ample explanation in answer to all questions which the group made known. Thus, the pupils began to learn how to find the answers to problems by themselves, or in groups, with greater zest and enthusiasm than before.

The pupils soon acquired greater reliance upon written instructions in place of their former sole dependence on oral directions. The objective test became familiar to the class in its several forms at the ends of the various units. More texts were acquired and more than fifty reference books were added to the classroom library shelves. The pupils soon grasped the technique of using more than one text and of working with several reference books as well.

Therefore, extensive explanations of various methods which are employed with the unit method of learning were not needed in the case of this unit. More time could be devoted to giving help to individual students right from the start. Having mastered the majority of the mechanics of the unit method in previous units, the pupils were able to progress rapidly and

efficiently in this one.

Pertinent Facts About the Backgrounds of the Pupils' Parents.--This unit was planned for a heterogeneous group of twenty-nine eighth grade pupils who were studying United States History this year. The pupils come from homes of from moderate to poor circumstances. The majority are second generation Americans, their ancestors having emigrated from Ireland, England and Italy; however, English is the language spoken in all of the homes. For the most part, their fathers have manual occupations, but a large minority are white-collar workers. (See Table I, next page.)

The median educational background in terms of years of school attended by the fathers was 12, by the mothers 12 years. (See Table I, next page.)

TABLE I

DISTRIBUTION OF PUPILS ACCORDING TO OCCUPATIONS AND EDUCATIONAL BACKGROUNDS OF PARENTS

Pupil	Occupation		Educational background in years	
	Father	Mother	Father	Mother
A	Laborer	Housewife	8	6
B	Laborer	Housewife	10	8
C	Fireman	Housewife	14	12
D	Laborer	Clerk	11	13
E	Clerk	Housewife	14	12
F	Iceman	Cook	10	8
G	Banker	Teacher	16	16
H	Mill Hand	Housewife	9	11
I	Postman	Housewife	14	16
J	Floor Sander	Housewife	8	8
K	Trucker	Housewife	14	12
L	Salesman	Shopkeeper	16	16
M	Farmer	Housewife	8	8
N	Truck-driver	Housewife	9	8
O	Salesman	Nurse	14	15
P	Farmer	Housewife	10	14
Q	Time-Keeper	Housewife	12	12
R.	Guard	Gardener	12	10
S	Teacher	Housewife	17	16
T	Truck-driver	Housewife	10	7
U	Salesman	Welfare	16	16
V	Electrician	Housewife	13	12
W	Laborer	Maid	12	12
X	Laborer	Deceased	10	8
Y	Clerk	Bookkeeper	13	12
Z	Laborer	Housewife	8	6
AA	Truck-driver	Clerk	10	12
BB	Retired	Housewife	17	16
CC	Doctor	Housewife	22	16
		Medians	12	12

Chronological Age.--The class consists of sixteen boys and thirteen girls who range in age from 13 years 6 months to 15 years 4 months. Their average or median age is 14 years 2 months.

TABLE II

DISTRIBUTION OF PUPILS ACCORDING TO CHRONOLOGICAL AGE

Chronological age	Number of pupils
15-0 to 15-5	3
14-6 to 14-11	4
14-0 to 14-5	11
13-6 to 13-11	11
Total	29
Median	14-2

Intelligence Quotient.--In this class the intelligence quotient range, derived from the Kuhlmann-Anderson Test given in November, 1948, is from 87 to 125. Of the 29 pupils tested, eight have an IQ (KA) of 100 or less, and no members have an IQ (KA) above 126.

TABLE III

DISTRIBUTION OF PUPILS ACCORDING TO INTELLIGENCE QUOTIENT AS DETERMINED BY THE KUHLMANN-ANDERSON TEST

Intelligence quotients	Number of Pupils
126 - 140	0
111 - 125	8
101 - 110	13
86 - 100	8
77 - 85	0
Total	29
Median	105.5

Pupil Likes and Dislikes.--The likes and dislikes of each individual pupil may be determined through analysis of the data provided by the Kuder Preference Record, Form BB. This test was administered on November 15, 1948. Each pupil's preference in relation to future possible occupations was made clear and recorded in the chart in terms of percentiles. (See Table IV, next page.)

TABLE IV

OCCUPATIONAL PREFERENCES OF PUPILS BASED ON
FORM BB OF THE KUDER PREFERENCE RECORD
(IN TERMS OF PERCENTILES)

Pupil	Mechanical	Computa-tional	Scientific	Persuasive	Artistic	Literary	Musical	Social Service	Clerical
A	108	24	59	62	49	37	29	79	39
B	29	28	50	69	66	60	41	51	67
C	84	39	61	67	45	41	8	74	62
D	39	47	73	81	16	60	44	109	64
E	78	20	90	67	40	47	7	55	55
F	92	29	83	64	70	36	1	69	51
G	58	25	62	55	49	38	16	103	59
H	47	26	40	69	76	26	36	74	63
I	72	32	79	53	42	44	10	88	46
J	56	34	53	51	77	24	15	79	84
K	99	22	73	64	69	36	17	50	38
L	64	9	74	97	41	33	33	58	49
M	43	26	43	76	56	21	37	117	38
N	49	45	47	69	59	40	21	69	88
O	102	32	47	71	54	38	26	63	50
P	39	26	48	55	77	51	11	83	67
Q	57	31	38	55	71	37	20	103	53
R	53	28	69	64	57	47	10	101	58
S	31	21	46	79	46	45	29	102	76
T	75	17	44	75	61	66	2	65	62
U	92	32	71	72	74	30	10	62	41
V	61	26	47	61	70	25	32	76	71
W	56	34	51	73	67	37	25	41	68
X	81	34	83	65	51	55	14	61	59
Y	87	15	79	107	34	90	15	68	43
Z	38	32	55	66	62	48	33	73	65
AA	50	36	66	57	51	27	17	114	50
BB	28	51	35	65	48	76	38	68	68
CC	108	36	54	51	39	21	32	78	43

Reading Ability.--The Iowa Silent Reading Test, New Edition, Elementary Form Am, was administered on December 8, 1948, to determine the reading ability of each pupil. The median grade level of the 29 pupils at that time was 8.95. The reading ability of the class ranged from 6.0 to 14.1, 19 members having a reading grade level of 8.1 or better.

TABLE V

DISTRIBUTION OF PUPILS ACCORDING TO GRADE LEVEL IN READING, AS DETERMINED BY THE IOWA TEST, FORM AM.

Grade level in reading	Number of Pupils
11.1 and above	7
10.1 - 11.0	3
9.1 - 10.0	4
8.1 - 9.0	5
7.1 - 8.0	5
6.1 - 7.0	4
5.1 - 6.0	1
Total	29
Median	8.95

Duplicating Facilities.--Excellent facilities for duplication of study guides were available in the school office, and could be used whenever needed. One automatic Rex-O-Graph machine and one A.B. Dick Mimeograph machine, both in excellent condition, could be employed for duplicating work. The school secretary did the actual duplicating upon request, thus relieving the teacher of excessive time-consuming clerical work.

Supplies.--There was an abundant supply of all kinds of paper, needed both for written work and the optional related activities, kept in the school supply room. All paper needed could be secured easily through requisition.

The art supervisor's supplies were stored in one of the closets in the classroom used for history. We were fortunate in being able to obtain permission to employ any or all of these art materials as they may be needed in the unit work.

Maps.--Adequate maps are not usually available in the classroom, but those deemed essential to this unit have been purchased and are to be on hand when required. Additional maps for future use have been placed on order.

Books and Magazines.--One American History text book is issued to each pupil. A second set of text books is located in the bookcase at the rear of the room, for use by both the seventh and eighth grade classes.

More than fifty different reference books are included in the classroom history library . These books range in reading difficulty from fourth to twelfth grade level.

Many back numbers of pictorial magazines are kept in storage in the closet and may be used at any time.

Audio-visual Equipment.--Excellent visual and auditory aids are provided for all the schools in the system. A 16-millimeter motion

picture projector, a film-strip projector, an opaque projector, a slide-film projector and a record player are available for use at any time.

Plan of Time.--The development of the unit was expected to consume four weeks, five periods per week, thirty minutes each period.

The first period was to be devoted to the administration of the preliminary test. In the second period the unit would be introduced, with the pupils' needs, interests and abilities kept foremost in mind. During the third period the duplicated study guides would be presented to the class, abetted by the necessary explanations and directions. All questions brought forth by the class at this time concerning the core activities or optional related activities were to be carefully answered. As soon as all explanations had been satisfactorily concluded, the class was to begin studying. The laboratory phase continued for about twelve periods, interspersed with brief oral discussions, planned field trips, and visual or auditory experiences as set forth in the plan, followed by about three periods of pooling and sharing of experiences. A review period was to precede the final test.

Teacher's Log.--The teacher kept a log of pupil progress as he guided and directed the activities of the pupils during the laboratory and pooling-of-experiences phases of the teaching-learning cycle. This log provides a more complete basis for collecting and interpreting evidence of pupil growth when used in conjunction with the objective pencil-and-paper tests. Through careful observation the teacher can collect a great deal of

evidence of unanticipated growth in addition to anticipated growth.

In the log the agenda developed through teacher-pupil discussion relative to a desirable classroom-laboratory procedure to be adopted is described in detail. (See Chapter III.)

The log explains fully what was done, how the pupils responded, pupil contributions, day-by-day developments and the various difficulties met.

Pooling and Sharing of Experiences.--During the pooling-and-sharing-of-experiences phase of the unit the pupils shared with one another the results of their experiences, which occurred during the laboratory phase. The teacher discussed all of the important aspects of the unit which were not brought out by the pupils' own contributions.

The program for the pooling-of-experiences phase was planned during the laboratory phase by a special committee, with the assistance of the teacher. This committee made allowances for all pupils to participate in the preparation of the plan by requesting suggestions from the class.

Activities which proved valuable in the pooling and sharing were oral reports, discussions, debates, demonstrations, musical programs, dramatic work, and the use of auditory and visual aids pertinent to the phase.

Evaluative Activities.--The teaching-learning cycle of the unit was made complete by continuous and varied estimation of pupil growth by

the teacher. Evaluative comments were entered in the teacher's log as they became clarified in terms of actual or relative growth in the unit.

The primary evaluative technique by means of which the teacher informed himself of the pupils' educative growth in the unit was the informal teacher-built objective test. When constructed, the test was focused upon the statement of the unit, its delimitation, and to some extent on the list of indirect and incidental learning products. The test was given as a pre-test, and the highest score attained was 89 points out of a possible 128. The same test was given as a final test to determine the gain for each pupil on the unit. The results on each test and the gains made are shown in Table VI (Chapter III).

Data secured from the results of the standardized tests were kept in mind by the teacher whenever he was guiding or directing the individual pupil. Thus, the teacher had a basis for rating each individual's progress in terms of individual capacities.

Careful observation of pupil progress, reactions, and performances was also a useful means for evaluation. The objectivity and reliability of the observation was greatly increased through the use of a home-made score card, or rating sheet, which was composed of criteria which seemed desirable measures of growth in understandings or concepts, as well as appreciations or attitudes.

Oral questioning through informal conversations with the pupils and as a by-product of the teaching process yielded much valuable information

pertinent to growth. These items of evaluative information were entered in the log. Formal questioning occurred when the pupils had arrived at near-completion of the unit core activities, and also yielded information which was entered in the log.

At the end of the laboratory phase each member of the class wrote a summary of what he had learned so far. This provided a good means of transition from the laboratory to pooling-of-experiences phase, as well as giving the teacher a written statement he could check against his own statement of the unit, delimitation, and indirect and incidental learning products. The teacher carefully examined these papers for grasp of meaning and for evidence of development of the desired attitudes and appreciations.

The final estimate of actual growth took the form of a brief written summarization of the advances made by each pupil in the unit.

The final estimate of relative growth was based on all of the data derived from the aforementioned methods of evaluation. It was presented in the form of a chart, wherein all the known facts about the actual growth of the pupil were compared with the actual growth of the class. The chart indicated in terms of relative growth groups (Group I means top seven per cent, Group II means next lower 24 per cent, Group III means middle 38 per cent, Group IV means next lower 24 per cent, and Group V means lowest seven per cent) the teacher's best guess as to the pupil's qualitative and quantitative growth in the unit.

CHAPTER II

UNIT ORGANIZATION OF THE TOPIC
THE EARLY DAYS OF CONCORD

General Statement of the Unit.--The history of the early days of Concord, our town, is full to the brim with fine examples of the birth of our American democracy. The social and political backgrounds that Concord's early settlers brought with them help to explain why they were such stalwart personalities. One can follow the rise of independent thinking in America by noting the way of living of the early people of our town. Early Concordians solved their social and political problems in a manner unlike that which was the mode of the other peoples of the world in those days. The spirit of self-reliance and resourcefulness grew and spread to other communities and colonies, resulting indirectly in the American Revolution, which laid the foundation stones for our democratic form of government. The spirit of Concord was from its very start the true democratic spirit, and it eventually found full voice in a new way of life, one which we today must cherish and protect with all our energies.

Delimitation of the Unit.--

1. The early settlers of Concord sought relief from oppression.
   (a) Liberty-loving Europeans of the Seventeenth Century left their homes in the Old World to risk their lives and fortunes in the New World in search of social justice and religious freedom.

(b) Peter Bulkeley, minister, and Simon Willard, gentleman of fortune, led the twelve families directly here, away from the settlements on the coast.

2. The social and political backgrounds of the early Concordians help to explain their stalwart personalities.

   (a) The Kentish spirit of tenacity toward obtaining fundamental rights of man showed up in the works and ways of the settlers.

   (b) The hardships of the severe winters did not weaken their resolve, for prayer and psalm-singing strengthened them in their darkest moments.

3. Discontent among the settlers stirred them to make changes for the betterment of their lives and homes.

   (a) They purchased more land from Tahattawan, sachem of the Indians, and renamed the place Concord in memory of the unity between redmen and the whites.

   (b) Being the first inland settlement stimulated the growth of local government and the town meeting in 1654 proved the intention of the settlers to assume most of the burden of rule and regulation locally.

   (c) Efforts were made to Christianize the Indians and in 1651 a town called Nashowba was set up for them.

   (d) In 1636 a town militia was formed.

(e) Concord showed interest in education by sending money to help found the Harvard Medical School, but refused to appoint a teacher or build a school.

4. American self-reliance and resourcefulness became evident through the activities of Concord men who became known throughout the Colonies.

(a) Thomas Wheeler, Simon Davis and Simon Willard led brave expeditions of Concord militia against the Indians during King Philip's War.

(b) Concord became a headquarters for the colony's troops in the war against the Indians.

(c) John Hoar defended the rights of the peaceful Indians despite the bitter denunciations he received from his fellow white men.

5. The Concord spirit culminated in the American Revolution.

(a) In 1689 Concord partook of the show of general indignation of the colonists over the tyrannies of Andros and the harsh royal decrees which threatened their rights.

(b) The thirst of Concord men for justice became known to all when they protested against the provisions of the Stamp Act.

(c) Concord joined the embargo movement against British commerce following the blockade of Boston Harbor.

(d) An assemblage on Concord Common, September, 1774, openly and loudly denounced the latest decisions by the King in regard to court rulings and forbade royal judges to sit in Concord court.

(e) Concord established the Minute Men, September, 1774, to replace the militia and supplied them with arms and supplies at local expense.

(f) The Provincial Congress met at Concord on October 11, 1774, and here the government of the colony passed forever from the hands of the British.

(g) The Second Provincial Congress met in Concord in March and April of 1775 and was attended by the outstanding leaders of the colony: Warren, Heath, Hancock, Adams, Gerry, Prescott, and Ward.

(h) The leaders of the coming revolt used Concord as their headquarters while arousing the people to the need for preparation for trouble, assembling guns and foodstuffs here.

(i) General Gage's spies informed him of the preparations being made at Concord so he determined to put down the uprising at its source.

(j) Revere, Dawes and Prescott rode to warn the colonists of the British movements and Samuel Adams and John Hancock fled to safety from Lexington.

(k) The fight at Concord Bridge proved the intention of the colonists to endure tyranny no longer; the "shot heard 'round the world" resulted soon thereafter in the deaths of 237 British soldiers and eventually in the death of the British rule in the colonies.

(l) The news of the Concord fight galvanized the rest of the colonies into concerted action and caused King George to write the fateful words: "The die is cast".

6. The spirit of Concord provided the spark needed to set off the great struggle for independence which resulted in the founding of our democratic form of government.

(a) Social justice and religious freedom, as sought by the early Americans and particularly the Concordians, were finally obtained through the Constitution of the new United States of America.

<u>Probable Indirect and Incidental Learning Products</u>.--

1. A respect for the American way of life as established and fostered.

2. An appreciation of the difficulties faced by the early settlers of Concord.

3. An attitude of respect and admiration for the ordinary men as well as the heroes of our early town and nation.

4. An appreciation of the fact that the experiences of the early settlers culminated in the creation of a new type of national government in the world.

5. An attitude of interest in the development of the present as based on historical background.

6. An appreciation of the value of the contribution of Concord to American life.

7. A development of the skills of reading to understand, of writing to express clearly one's ideas, of summarizing one's thoughts, of outlining and of cooperation with other workers.

List of Materials and References for Teacher's Use Only.--

Bibliography for Teacher's Use Only (in Preparation and Direction of the Unit.--

Billet, Roy O., Fundamentals of Secondary School Teaching. Houghton Mifflin Company, Boston.

Billet, Roy O., "Directed Learning and the Unit Assignment", Proceedings, Department of Secondary School Principals, Bulletin Number 45, 1933.

Billet, Roy O., "Provisions for Individual Differences, Marking and Promotion", Monograph Number 13, National Survey of Secondary Education, 1932. (Especially part IV).

Dewey, John, Democracy and Education. Macmillan Company, New York.

Keohane, Mary P., and Robert E., Exploring Your Community. Harcourt Brace Company, 1941.

Metropolitan School Study Council, "What Schools Can Do", (Window IX on Civic Competence).

Olsen, E. G., School and Community. Prentice-Hall, 1945.

Thayer, V. T., The Passing of the Recitation. D. C. Heath & Company, Boston University Library.

Whitney, F. L., The Elements of Research. Prentice-Hall, Inc., New York. (Especially Chapters IV, VI, VIII, XV).

List of Materials for Teacher's Use.--Realia:

1. The Antiquarian House has the most authentic model of the

fight at the Old North Bridge.

2. Concord has many tablets and markers in town to identify the historical places not occupied by buildings:

   (a) The house of Rev. Peter Bulkeley, on Lowell Road.

   (b) The first Town House, on Monument Square.

   (c) The first Meeting House, at the Hill Burying Ground.

   (d) The meeting-place of the First Provincial Congress, at the First Parish Church.

   (e) The muster field of the Minute Men, on Liberty Street.

   (f) The attack on the retreating British, at Meriam's Corner.

   (g) The farm of Simon Willard, on Nashawtuc Hill.

   (h) The March to the Bridge, at the Barrett Homestead.

3. Concord has a number of buildings of historical importance still in use:

   (a) The Wright Tavern, on Lexington Road.

   (b) The Colonial Inn, on Monument Square.

   (c) The Bullet-hole house, on Monument Street.

   (d) The Reuben Brown house, on Lexington Road.

4. Monuments:

   (a) The Minute Man, on the west bank of the Concord River.

   (b) The Battle Monument, on the east bank.

   (c) The Old North Bridge in replica.

Filmstrips:

1. The Birth of Our Nation, TF-201, Audio-Visual Division of Popular Science Publishing Company., 353 Fourth Avenue, New York City 10, New York.

   Illustrates the roots of our freedom in English history and how early American colonists translated their heritage into practice in the New World. (Excellent for use near beginning of Unit.)

2. A History of the English Settlements and Colonial Conflicts, Society for Visual Education, Inc., 100 East Ohio Street, Chicago, Illinois.

3. SVE Picturol: The American Revolution, S.V.E., Inc., Chicago, Illinois.

4. SVE Picturol: Historic Massachusetts, S.V.E., Inc., Chicago, Illinois.

Classroom Recordings:

1. "Teach-O-Disk" Classroom Recordings: 152, Paul Revere, and 159, Drafting the Constitution, Popular Science Publishing Company, 353 Fourth Avenue, New York City 10, New York.

Slidefilms:

1. Colonial Life, Kodachrome Slidefilms, Jarrell-Ash Company, 165 Newbury Street, Boston, Massachusetts.

   Aa 195: Blacksmith Shop; Aa 142: Old-time Weaving;

Aa 93: Typical Hostelry; Aa 120: Cooper Shop;

Aa 392: Woman Retting Flax; Aa 394: Earliest Type House; Aa 397: Soap Making.

2. The Revolution, Kodachrome Slidefilms, Jarrell-Ash Company, Boston, Massachusetts.

Aa 12: Old North Church; Aa 13: Paul Revere's House;

Aa 72: Statue of Minute Man.

Motion Pictures:

Sound Films:

1. Early Settlers of New England, S041, ERPI Films. (Order through Boston University, School of Education, 84 Exeter Street, Boston, Massachusetts.)

2. Our Declaration of Independence, Cinema, 234 Clarendon Street, Boston 16, Massachusetts.

Silent Films:

1. 16 mm., Akin & Bagshaw, 2023 E. Colfax Avenue, Denver 6, Colorado.

1487, New England Shrines

1027, Uniting the Colonies

Teaching Pictures:

1. A. B. Rider, 25 Huntington Avenue, Boston 16, Massachusetts.

20 pictures in series, Life in Colonial America.

Maps:

1. State Physical Environment Map, A. J. Nystrom, 3333 Elston Avenue, Chicago 18, Illinois.

2. American History Maps, A. J. Nystrom.

   S5 Colonial Settlements; DWA 2 European Background;

   DWA 6 New England Settlements.

3. Town Map, showing early occupations, residences, buildings, roads, historic spots, Chamber of Commerce, Town Hall, Concord, Massachusetts.

Pamphlets:

1. John Hancock Life Insurance Company, Historic Concord.
2. Chamber of Commerce, Concord, Massachusetts, Historical and Literary Points of Interest.

THE UNIT ASSIGNMENT

Tentative Time Allotment.--About four weeks, five periods per week.

Introductory Activities.--An introductory talk and discussion begun by the teacher centering around the following theme:

Suppose that you and some of your friends were walking through Monument Square one day during the summer when an automobile stopped near you. In it were several people, and the gentleman at the wheel called you over to the car. He explained that they were visitors from South Carolina and were wondering about the things they had seen in Concord. He asked what you knew about the Minute Man. The lady in the back seat asked you why the British had marched on this town rather than some other. How would you answer these questions?

The teacher then described how many youngsters in Boston earn spending money during their summer vacations by serving as paid guides for visitors to the city. The young people of Boston study their historic spots and learn enough about them to answer questions put to them by people from other localities.

But, regardless of whether you would be interested in doing a similar thing here in Concord, you must realize that you live in a town which is exceedingly rich in historic landmarks and famous sites. And, an even more fascinating thing about your town is that it was the birthplace of our nation's struggle for freedom and democracy.

Teacher then stated that he has done some research into the early history of Concord, and has written out some problems concerning the men and events of the early settlers. Study guides were then passed out and the teacher explained that the guides would be very helpful to all in finding the information about which the problems center.

All pupils looked these study guides over and were asked to find a problem which they thought they would like to investigate. It was made clear to them that they might commence with any problem they found interesting and need not proceed according to the numbers of the problems.

During the unit, at the appropriate places, the movies pertaining to the subject being discussed were shown. Film strips, slides and pictures on the opaque projector were shown at various times to illustrate points brought up for summarization or discussion.

The teacher supplemented the visual aids by bringing in postcards, pamphlets and related articles.

The bulletin board contained changing displays of pictures, cartoons and other material which was contributed by the class members or by committees.

Pupils were divided into groups where they worked in committees, each with a chairman, to discuss some of the activities, and to review.

During the period of study on the unit assignments the teacher walked about from group to group, giving individual help, noticing common mistakes, which were later called to the attention of the class, and correcting written work on the unit, tests, maps and other work.

Core Activities.--(in duplicated study and activity guide which each pupil receives.)

1. Why did the Europeans of the Seventeenth Century leave their homes in the Old World to come to America? (24: 56-62; 23: 2-6; 1: 20-26; 25: 22)
2. Find out what religious beliefs the early settlers had, and why they had chosen Peter Bulkeley as their leader. (1: 30-35; 8: 3-10; 9: 18-20)
3. Why was Simon Willard willing to go into the wilderness with the early settlers? Had he had any experiences which would fit him to meet the challenges of the new land? (10: 13-15; 18: 10-18)

4. [1]/What do we mean when we say that the early settlers of Concord soon showed their "Kentish Spirit"? (23: 6-10; 1: 35-37; 25: 23)

5. Why did the settlers want to build their homes so far inland, away from the Massachusetts Bay colonies? (1: 10-16; 8: 44-46; 9: 15-18)

6. Tell briefly what severe conditions the Concordians had to endure during their first few winters here. (22a; 19: 41-46; 22b; 10: 37-40)

7. [1]/Compare the living conditions in early Concord with those of other towns of the time, such as Boston, Plymouth, Salem. (1: 35-38; 5: 12-23; 8: 23-28; 22a; 23: 14-19; 7: 37-39)

8. What dealings did the settlers have with the Indians? (1: 10-26; 8: 41-46; 23: 20-26; 22a; 31a; 7: 26-28, 31, 32; 25: 24-25, 29)

9. Why was the settlement named Concord? (18: 10-14; 20a; 8: 21-23; 24: 90-91; 23: 6-10; 1: 26)

10. Who were some of the important leaders in the settlement? (1: 28-29; 2: 22-29; 5: 10-15; 22a; 23: 4-15)

11. [1]/What spirit did these leaders rouse in the people? (23: 7-11; 3: 14-19; 23: 6-21; 7: 30-31)

12. Why did more people move into Concord? (20a; 21: 3-7; 22a; 22b)

1/Means that the problem is to be done only by the pupils who secure permission from the teacher to work on it.

13. What did these people do to help the people nearer Boston? (20a; 17: 6-9; 16: 7-12; 23: 22-29)

14. What did the people do to be prepared in case of trouble? (3: 7-12; 4: 10-19; 6: 10-20; 24: 95-102)

15. 1/How did the town fathers feel about free public education? (22b; 20a; 18: 6-10)

16. What was the attitude of the people of Concord toward the friendly Indians? (20a; 10: 14-20; 23: 22-25; 7: 25-32)

17. 1/The colonists became dissatisfied with some of the decisions of the government. What did they do about it? (13: 16-18; 14: 9-13; 25: 35-37)

18. Name the men who lead soldiers from Concord in the King Philip's War. What did each one do that made his name famous? (20a; 22a; 23: 16-20; 25: 40)

19. What two acts of the British government stirred the feelings of the Concord people? (6: 16-20; 3: 12-15; 5: 10-25; 7: 38-43; 25: 40)

20. Who were the Minute Men, and how were they equipped? (2: 22-37; 3: 16-25; 4: 20-29; 6: 43-48)

21. How did Concord become the center of the active rebellion? (7: 13-19; 9: 18-25; 13: 22-35)

1/Means that the problem is to be done only by the pupils who secure permission from the teacher to work on it.

22. What two fateful meetings were held in Concord? Prepare a list of the names of the famous men who attended them. (23: 29-32; 24: 97-101; 10: 19-23; 7: 42; 25: 37-41)

23. Why did the British march on Concord, instead of some other nearby town? (13: 16-30; 14: 20-24; 15: 16-30; 18: 19-26)

24. What did the British soldiers do while they were in Concord on April 19, 1776? (25: 47; 25: 49-52; 7: 62-64)

25. What was the "shot heard 'round the world"? (20b; 24: 101-102; 9: 19-25)

26. Why did King George write these words: "the die is cast"? (23: 102; 24: 103-104; 6: 19-24)

27. What effect did the news of Concord have on the rest of the American colonies? (4: 20-24; 2: 36-39; 24: 103-106)

28. 1/Would you call the fight for independence which followed the battle of Concord a "rebellion" or a "revolution"? Explain. (23: 30-32)

29. How did the Americans finally obtain the social justice and religious freedom they so fiercely desired? (24: 105-110; 23: 30-35; 2: 37-43)

30. At the end of the Unit Assignment, write a <u>summary</u> bringing out the main points of this unit. Illustrate it, if you wish, by one of the following:

    (a) Draw a map related to any topic we studied; show on it the names of places and events you learned about in your studying.

1/Means that the problem is to be done only by the pupils who secure permission from the teacher to work on it.

(b) Make a time line or flight of steps to show the main events in the early history of Concord.

OPTIONAL RELATED ACTIVITIES

1. Make a map of Old Concord, showing the places where the first settlers built their homes, churches, school and where their farm lands were. Have this large enough to be posted on the bulletin board or hung from the wall.
2. Make a model of the original town, indicating the geographical features, layout of the town and kinds of buildings. Place this model on a table in the room and be able to answer any questions your classmates ask about it.
3. Prepare to tell the class about one of the famous early leaders of Concord. Tell what he did for the town, why he did those things, and how the townsfolk regarded him.
4. Write a story for our school paper, "School Life", telling about how the early settlers lived and worked. Look in the early town records, pamphlets of the Antiquarian Society, and see the exhibits at the Public Library for interesting information.
5. Make a collection and exhibit to the class some of the things the settlers used in their daily lives. The Public Library and Antiquarian Society will help you, by donations or by showing you articles which you may copy.

6. Form a committee which will visit the historic points of interest in town. Use the school camera to take pictures of the tablets, statues and famous places. Tell the class about your trip, illustrating your talk with the pictures and with any other material you can obtain.
7. Form a committee and invite a class or group from another town to come to Concord so that you can show them the historic points of interest. Make notes of the questions these visitors ask, which places they seemed most interested in and what their comments were about the various places and the events connected with them. Plan your trip in advance so that you will be able to explain the significance of each spot to these people. After the trip, report to the class on the basis of the notes you took.
8. Form a letter-writing group which will write to the pupils of a school in some other historic town, or towns; exchange information with them. Bring their letters to class, tell the class what kind of questions the strangers asked and how important they seem to think Concord is.
9. Read one or more of the following books that you think you will find interesting. When you have finished reading a book, submit a short written report to the teacher. (11; 12; 13; 15; 16; 17)
10. Learn a poem about Concord and recite it to the class.

11. Form a committee to collect several records of the kind of music which was in vogue in Colonial days. Bring these to class and play them for the class. Learn a simple dance step or two that goes with each record and show the class how the people danced in those days.

12. Write a short play based on any incident in the history of Concord. Select people to act this out for the benefit of the class or during an assembly program.

13. Make a collection of glass slides, made by yourself, and show these to the class, explaining as you go along. The lantern will be made available to you upon request for practice and the final showing.

14. Make an outline map of the area around Boston, 1600-1700, showing the towns, Indian villages, rivers, roads and the occupations of the colonists. Be prepared to show this to the class, explaining the things you have shown.

15. Make a water-color or crayon frieze of episodes from the settlement of Concord to the Concord Fight. Put this on display in the room.

16. Bring to class a large Saving Stamp and Bond poster. Explain why the picture of the Minute Man is used on it.

17. Suggest any other activity which you would find interesting, or which some other member of the class might enjoy doing. Ask the teacher to add the activity to the Special Activity Guide Sheet and the card file.

Bibliography for Pupils' and Teacher's use.--

1. Bartlett, George B., Concord Historic, Literary and Picturesque. O. Lathrop Company, Boston, Massachusetts, 1885.

2. Chamberlain, Samuel, Lexington and Concord. Hastings House Publishers, 1939.

3. French, Allen, The Day of Concord and Lexington. Little, Brown and Company, Boston, Massachusetts, 1925.

4. French, Allen, The Colonials. Doubleday, New York, 1902, 1912.

5. French, Allen, General Gage's Informers: New Material upon Lexington and Concord. Ann Arbor, University of Michigan, 1932.

6. French, Allen, Old Concord. Little, Brown and Company, Boston, Massachusetts.

7. French, Allen, Historic Concord. Allen French, Concord, Massachusetts, 1932.

8. 1/French, Allen, The Drama of Concord. Production Committee of the Concord Players, 1935.

9. French, Allen and Harnby, Lester G., Old Concord. Little, Brown and Company, Boston, Massachusetts, 1918.

10. Hudson, Alfred S., The History of Concord. Little, Brown and Company, Boston, Massachusetts, 1928.

11. Concord Fight, 1775. Proceedings at Centennial Celebration, Town of Concord, 1876.

12. Keyes, Hon. John S., Story of an Old House. Monograph published by the Concord Antiquarian Society, 1902.

13. Murdock, Harold, The Nineteenth of April, 1775. Boston, 1923.

14. Reynolds, Rev. Grindall, D.D., Historical Papers. University Press, Cambridge, 1895.

1/Sufficient copies for all pupils; part of School Library.

15. Robbins, Roland Wells, The Story of the Minute Man. George B. Barnstead and Son, Stoneham, Massachusetts, 1945.

16. Sidney, Margaret, Little Maid of Concord Town. Lathrop Lee Company, Boston, Massachusetts, 1898.

17. Sidney, Margaret, Old Concord: Her Highways and Byways. Lathrop Publishing Company, Boston, Massachusetts, 1888.

18. 1/Shattuck, Lemuel, History of Concord. Russell, Odiorne and Company, Boston, 1835. (Now out of print.)

19. Tolman, Adams, Indian Relics in Concord, Monograph published by Concord Antiquarian Society, Concord, 1902.

20. Tolman, George, (a) Early Town Records, (b) The Minute Man, (c) Wright's Tavern, (d) The Old Women, Monographs published by the Concord Antiquarian Society.

21. Walton, Perry, Concord, A Pilgrimage to the Historic and Literary Center of America. Perry Walton, Boston, Massachusetts, 1930.

22. Wood, Albert E. C. E., (a) The Plantation of Musketaquid, (b) How Our Great Grandfathers Lived, (c) Indian Relics in Concord, Monographs published by the Concord Antiquarian Society.

23. Scudder, Townsend, Concord: American Town. Little, Brown and Company, Boston, 1947.

24. 2/West and West, Our Country. Allyn and Bacon, Boston, Massachusetts.

25. Swayne, Josephine L., The Story of Concord. Worcester Press, Boston, 1906.

1/For better readers only. Can be used only at library.

2/One copy for each pupil; the text book now in use.

EVALUATIVE ACTIVITIES

Objective Test.--

Directions: Read each statement carefully. If you think the statement is true, pencil a circle around the number of the statement. If you think it is false, make an "X" through the number of the statement. Mark each statement, and put a question mark in front of the number if you are very much in doubt about the correct answer. Remember, if any part of the statement is false, the statement as a whole is false.

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1. In the seventeenth century America was already looked upon as the "land of opportunity".

2. The earliest English settlers came here mainly to find gold.

3. In America, even a poor man might hope to get land of his own.

4. King James I and his son, Charles I, tried to give their English subjects rights which they had never enjoyed in the past.

5. Many men of importance in England came to America that they might be free to work out their own ideas of government.

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6. Simon Willard picked the site for the town.

7. The situation of the place was near the seacost and easily reached from Boston.

8. Peter Bulkeley was a silenced clergyman who persuaded a good number of planters to join him in going to New England.

9. The plantation of Musketaquid was settled by a company of about one hundred families.

10. The early settlers wished to live far enough from the Puritans that they might enjoy unmolested the simpler forms of religious worship that they approved.

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11. The proud distinction of the Kentishmen was the tenacity with which they held to their rights and customs.

12. The people of Middlesex County derive their origin in great part from the most peaceful and most obedient of English Counties (Surrey).

13. There were many people from Kent in the early population of Concord.

14. The people who came from Kent did not stay in Concord but moved to Boston.

15. The people of Concord have been quick to rise in defense of their rights.

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16. The first houses of the settlers were cave-like shelters dug into the hillside.

17. The second year, houses were erected as far as where the south and north bridges now stand.

18. Many of the settlers were forced to go barefoot and bareleg the first winter.

19. The food supply lasted through the first winter, so all the settlers were well fed on English wheat and rye.

20. The horses, cattle, swine and sheep thrived nicely on the farms from the very beginning.

21. If Peter Bulkeley had not urged them to have faith in God the settlers would have given up and returned to Boston.

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22. Peter Bulkeley and Major Willard bought six square miles of land from Tahattawan for some hatchets, hoes, knives and cotton cloth.

23. The Indians were very angry about the way the English cheated them of their land.

24. The Puritans renamed their plantation Concord on account of the peaceful manner of its purchase.

25. Concord was at first named Musketaquid, meaning "Deep River".

26. Simon Willard urged the colonists to take all the land they wanted, since the Indians were their enemies and would not sell.

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27. Concord allowed nonfreemen to vote for its General Court representatives and was, therefore, fined by the Colony.

28. Concord was the first American town to tax its inhabitants.

29. The town soon began to express opinions on every question before the Colony in its town meetings.

30. The Concord people felt less restrained by the government of the Colony because they were not represented in it.

31. Concord was considered a very loyal and dependable town by the British.

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32. About ten years after the planting of Concord, efforts were made to civilize the Indians.

33. The Indians refused to accept the Christian religion.

34. The Indians desired to have a town given them within the bounds of Concord.

35. John Eliot spoke to the Indians in their own language, urging them to accept our God.

36. The town of the Christian Indians was called Nagog.

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37. In 1636, Sergeant Willard was appointed to organize a military company at Concord.

38. Any man not wishing to belong to the militia had to get permission from the County Court to be exempt.

39. The Town has never been without a military organization since 1636.

40. The officers of the militia were not allowed to belong to the church while serving as such.

41. The militia was formed in order to protect the Town against the British troops.

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42. Peter Bulkeley urged the Town's fathers to send their sons to school.

43. The Selectmen chose a schoolmaster and required all boys to learn reading and writing.

44. The sons of the earliest settlers were kept at work on the farms and did not go to school.

45. The Town supported the newly-founded Harvard College with annual donations.

46. The General Court fined Concord five pounds yearly for its failure to appoint a schoolmaster.

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47. Thomas Wheeler was chosen Captain of a frontier troop of cavalry to keep an eye on local Indians.

48. The troop of horsemen led by Thomas Wheeler scored a great victory over the Indians at Brookfield.

49. When Thomas Wheeler was badly wounded at Brookfield he appointed Simon Davis to take command.

50. Major Simon Willard led a troop of horsemen to the rescue of the besieged settlers at Brookfield.

51. Simon Willard died bravely while attempting to rescue the people of Sudbury.

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52. Concord village was attacked by the Indians because of their hate for Reverend Edward Bulkeley.

53. Concord was a military headquarters during the war against King Philip.

54. Concord sent its men to help save Lancaster, Sudbury, Brookfield and other inland towns.

55. The Concord militia which went to Sudbury wiped out all of the attacking Indians.

56. Six companies of militia made Concord their rendezvous for patrolling the frontier while the Indians were troublesome.

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57. John Hoar housed the Christian Indians and protected them against cruel white men.

58. The Town placed extra taxes on John Hoar because he protected the Praying Indians.

59. When the soldiers came to take away the Indians, John Hoar refused to open his door.

60. The Praying Indians were taken from John Hoar's farm and told to return to their brothers in the forest.

61. The townsfolk of Concord sided with John Hoar when he refused to surrender his Indian friends to the soldiers.

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62. Governor Andros expressed doubt as to the citizens' titles to their land.

63. Concord refused to send any men to Boston to help imprison Andros.

64. Governor Andros accepted the treaty which Concord had made with Tahattawan as being the only legal purchase of land in the whole colony.

65. Concord's leaders said that Andros had levied taxes and made laws without the agreement of the people.

66. The spirit of independence growing in the minds of the colonists made its first clear showing with the revolt against Andros and the harsh laws of the king.

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67. Concord did not protest against the Stamp Act because it did no harm to business in the Town.

68. The lawyers of Concord were angry about the Stamp Act because it threatened to close the Town Court.

69. Concord's representatives met with the assemblymen of the other towns to vote that a Stamp Act Congress be called which should devise ways to oppose the tax.

70. Concord was prepared for further trouble by the injustice of the Stamp Act.

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71. Concord's town meeting advised the towns of the Colony to boycott English goods.

72. The Town of Concord declared that while the people would risk their lives in defense of the King, they would equally risk them in defense of their charter rights.

73. Captain James Barrett was sent as the delegate from Concord to the meeting of the General Court in Salem, to help pick delegates to the Continental Congress.

74. The inhabitants of Concord, busy with their farming, trading and milling voiced no objections to the British blockade of Boston.

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75. In September, 1774, the people of Concord assembled on the Common and approved wholeheartedly the new royal law which made the judges dependant on the King.

76. On September 26, 1774, the whole town resolved itself into a committee of safety "to aid all representatives of the King".

77. In 1774, Concord said that the courts should sit in the old way, and not be influenced by royal wishes.

78. A large meeting of the people of Concord, in 1774, produced a written declaration which informed the justices that they should not open the court.

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79. On September 26, 1774, Concord voted to raise one or more companies to march "at a minute's warning" in case of alarm.

80. The Minute Men were to provide their own arms and ammunition.

81. Concord was the first American Town to organize and equip its own militia.

82. Concord was not content with the old militia, so it formed companies of Minute Men, established military regulations and collected supplies

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83. The Provincial Congress met in Concord on October 11, 1774.

84. The government of Massachusetts passed forever from British hands with the meeting of the Provincial Congress.

85. Concord was selected as the place for the Provincial Congress because it was near Boston.

- - - - - -

86. The Second Provincial Congress met in Concord in March and April, 1774.

87. The Second Provincial Congress drew up plans for an army but could not count on the other New England colonies for men.

88. John Hancock and Samuel Adams did not attend the Second Provincial Congress for fear they would be captured by the British.

89. None of the outstanding leaders of the colony could be present at the Second Provincial Congress, and so it was a failure.

90. The Second Provincial Congress adjourned just four days before the British marched to Concord.

- - - - - -

91. The leaders of the preparations for revolt used Concord as headquarters.

92. Guns and other war supplies were brought to Concord openly and kept in the meeting house hall.

93. When the province began to gather munitions for an army, Concord became the most important storehouse for them.

94. The Committee of Safety often gathered at Jones's Tavern in Concord while collecting more arms and hiding them out of Gage's reach.

95. In case the British marched toward Concord the Minute Men from the nearby towns were to report to the meeting house in Lexington.

- - - - - -

96. General Gage did not know that any soldiers were being trained at Concord.

97. Gage decided to destroy the military stores and capture the rebel leaders with one quick movement.

98. The Tories kept Gage well-informed as to the activities in Concord.

99. The British sent spies to Daniel Bliss in Concord seeking maps and details about the town's preparations for trouble.

- - - - - -

100. The British secretly organized an expedition which left Boston late in the evening of April 17th.

101. Dr. Joseph Warren sent Dawes and Revere to warn the countryside.

102. The British hurried toward Lexington, where they hoped to catch Sam Adams and John Hancock.

103. Paul Revere was captured by the British before he could get to Lexington.

104. William Dawes escaped from the British and rode on to warn Concord.

105. John Hancock and Sam Adams were not warned in time to escape and were, therefore, captured when the British reached Lexington.

106. Longfellow was wrong when he wrote in his poem that Revere "came to the bridge in Concord Town".

- - - - - -

107. Reuben Brown rode to see what had happened in Lexington, but was killed before he could return to Concord with the news.

108. Reverend William Emerson stood outside his house and witnessed the entire event at the North Bridge.

109. On their arrival in town the British took possession of the center and sent out parties to search for munitions.

110. The British discovered much powder which they destroyed before leaving town.

111. The Minute Men fired at the British Troops across the North Bridge, to start the battle which began the Revolutionary War.

112. The "shot heard 'round the world" was fired at the British by the Lexington Minute Men.

113. Two hundred and thirty-seven British soldiers died during the disastrous retreat from Concord to Boston.

114. Concord's share in beginning the Revolution was attack, no longer defense.

- - - - - -

115. The committees of correspondence sent the news of the Concord fight to all the other colonies.

116. For the next few days after the fight, Concord was quiet and peaceful again.

117. The colonists surrounded Boston and laid siege to the city.

118. The news of the events at Concord and Lexington stirred the patriots of all the colonies into action against the British.

119. The men of Concord did not realize what a serious thing they were doing when they defied their King.

120. King George took the news of the Concord fight seriously, and wrote in his diary "the die is cast".

- - - - - -

121. On April 19, 1775, the Revolution began, to end only with the creation of a new nation.

122. The men of Concord knew that they could never obtain social justice and religious freedom while they were ruled by England.

123. Concord's leaders acted in anger, without studying the situation, when they began the war with the British.

- - - - - -

124. The Kentish spirit, so strong in the minds of Concord's people, provided the spark which set off the Revolution.

125. The colonists did not desire independence but only the lifting of severe restrictions set on them by the King.

126. Freedom to worship God as they pleased was finally guaranteed Americans by the Declaration of Independence.

127. Fair representation in government and the right of the people to voice its wants was obtained through the Constitution of the new nation.

128. The fervent desire of the early Concordians to obtain equal rights for all men spread to the men who wrote the Constitution.

- - - - - - - - - - - - - - - - - - - End - - - - - - - - - - - - - - - - - - -
of
Objective Test

Boston University
School of Education
Library

PUPIL OPINION POLL

(Encircle your answer.)

1. Did you find "The Early Days of Concord" interesting to study in unit form? Yes No

2. Do you think that it was more interesting to study this way than the old way? Yes No

3. Did you find it difficult to use more than one test? Yes No

4. Were your classmates helpful to you in solving the problems? Yes No

5. Do you think that the unit method of learning gives the teacher a better chance to understand you and your work? Yes No

6. Did you have any opportunities to share your ideas with other people's? Yes No

7. Did the movies and slidefilms help you to understand the facts? Yes No

8. Was the General Study Guide helpful to you in getting started on your problems? Yes No

9. Did you enjoy being able to choose any activity or problem with which to begin? Yes No

10. Could you think of any other activities which you would like to do in the unit? Yes No

11. Was the pooling and sharing of ideas and experiences helpful to you? Yes No

12. Does the unit method seem to be more democratic than the old method of teaching and learning? Yes No

13. Did the problems stated in the General Study Guide make you want to find the solutions to them? Yes No

14. Were there enough books and pamphlets available for your use at all times? Yes No

15. Did the teacher answer your questions clearly and helpfully? Yes No

16. Did you like the kind of test we had at the end? Yes No

17. Do you think a shorter test would have been better? Yes No

18. Would you rather have a chance to write out your answers to a test than encircle either True or False? Yes No

19. Did the chance to put down a question mark when you didn't know an answer keep you from guessing in the test? Yes No

20. Do you think you learn more by studying with the unit method than you do when the teacher does most of the teaching? Yes No

21. Would you like to follow this method in your history class in the future? Yes No

22. Do you think the unit method would prove helpful to you in the other school subjects? Yes No

23. Do you think that you could have done well in the test if you did only the required activities? Yes No

24. Did the changes in the classroom (such as the addition of tables and chairs, more bookcases, new bulletin boards and filing cabinets) make it a better place in which to work? Yes No

25. Did you go to the public library for extra reading materials? Yes No

CHAPTER III

AN EVALUATION OF THE UNIT

Results of Objective Testing.--The results of objective testing on the unit were very satisfactory. The range on the pre-test was 44 with an assumed mean of 77, and an arithmetical mean of 73.58. The standard deviation was 11.73. See Table VII for computations.

The final test results showed a range of 35, an assumed mean of 100, an arithmetical mean of 98.20, and a standard deviation of 8.91. Table VIII gives calculations.

The test used for the pre-test was given as the final achievement test. All pupils showed improvement. The gains ranged from 7 points to 46 points as shown in Table IX. The mean of the gains was 24.65. The standard deviation of the gains was 11.1.

(See following pages for Tables VII, VIII, and IX.)

TABLE VI

PRE-TEST AND FINAL TEST RESULTS, SHOWING GAIN

Pupil	Pre-Test score	Final Test score	Gain
A	72	88	16
B	73	103	30
C	77	97	20
D	80	115	35
E	83	104	21
F	86	96	10
G	86	101	15
H	71	100	29
I	65	95	30
J	77	109	32
K	62	102	40
L	84	104	20
M	79	95	16
N	47	90	43
O	76	85	9
P	71	78	7
Q	66	98	32
R	89	100	11
S	89	105	16
T	95	108	23
U	81	109	28
V	45	91	46
W	53	81	28
X	78	106	28
Y	74	93	19
Z	55	101	46
AA	79	113	32
BB	81	99	18
CC	72	84	12
Mean	73.58	98.23	24.65
Standard Deviation	11.73	8.91	11.1

TABLE VII

CALCULATION OF THE MEAN AND THE STANDARD DEVIATION FOR THE PRE-TEST RESULTS

Raw scores in class intervals of three	Frequencies F	Deviations D	Product of columns 2 and 3 FD	Product of columns 3 and 4 FD^2
88-90	2	+4	8	32
85-87	3	+3	9	27
82-84	2	+2	4	8
79-81	5	+1	5	5
76-78	4	0	0	0
73-75	2	-1	-2	2
70-72	4	-2	-8	16
67-69	0	-3	0	0
64-66	2	-4	-8	32
61-63	1	-5	-5	25
58-60	0	-6	0	0
55-57	1	-7	-7	49
52-54	1	-8	-8	64
49-51	0	-9	0	0
46-48	1	-10	-10	100
43-45	1	-11	-11	121
Totals	29		-33	481

Assumed Mean = 77

M = A.M. - (Sum of FD÷N) x Class Interval

M = 77 - (-33 - 29) x 3

M = 77 - (-1.14) x 3

M = 77 - 3.42

M = 73.58

$$S.D. = \sqrt{\frac{\text{sum of } FD^2}{N} - \left(\frac{\text{sum of } FD}{N}\right)^2} \times \text{size of Class Interval}$$

$$S.D. = \sqrt{\frac{481}{29} - \left(\frac{-33}{29}\right)^2} \times 3$$

$$S.D. = \sqrt{16.5862 - 1.2996} \times 3$$

S.D. = $\sqrt{15.2866}$ x 3

S.D. = 3.91 x 3

S.D. = 11.73

TABLE VIII

CALCULATION OF THE MEAN AND THE STANDARD DEVIATION FOR THE FINAL TEST RESULTS

Raw scores in class intervals of three	Frequencies F	Deviations D	Product of columns 2 and 3 FD-	Product of columns 3 and 4 FD^2
114-116	1	+5	5	25
111-113	1	+4	4	16
108-110	3	+3	9	27
105-107	2	+2	4	8
102-104	4	+1	4	4
99-101	5	0	0	0
96- 98	3	-1	-4	4
93- 95	3	-2	-6	12
90- 92	2	-3	-6	18
87- 89	1	-4	-4	16
84- 86	2	-5	-10	50
81- 83	1	-6	-6	36
78- 80	1	-7	-7	49
Totals	29		-17	265

Assumed Mean = 100

M = A.M. - (Sum of FD-N) x Class Interval

$M = 100 - (\frac{-17}{29}) \times 3$

$M = 100 - (-.59) \times 3$

$M = 100 - 1.77$

$M = 98.23$

$S.D. = \sqrt{\frac{\text{sum of } FD^2}{N} - \left(\frac{\text{sum of } FD}{N}\right)^2} \times \text{Class Interval}$

$S.D. = \sqrt{\frac{265}{29} - \left(\frac{-17}{29}\right)^2} \times 3$

$S.D. = \sqrt{9.1379 - .3481} \times 3$

$S.D. = \sqrt{8.7898} \times 3$

$S.D. = 2.97 \times 3$

$S.D. = 8.91$

TABLE IX

CALCULATION OF THE MEAN AND THE STANDARD DEVIATION OF THE GAINS MADE IN THE FINAL TEST

No. of points gained in class intervals of three	Frequencies F	Deviations D	Product of columns 2 and 3 FD	Product of columns 3 and 4 FD^2
46-48	2	+8	16	128
43-45	1	+7	7	49
40-42	1	+6	6	36
37-39	0	+5	0	0
34-36	1	+4	4	16
31-33	3	+3	9	27
28-30	5	+2	10	20
25-27	1	+1	1	1
22-24	1	0	0	0
19-21	4	-1	-4	4
16-18	4	-2	-8	16
13-15	1	-3	-3	9
10-12	3	-4	-12	48
7- 9	2	-5	-10	50
Totals	29		16	404

Assumed Mean = 23

M = A.M. - (sum of FD-N) x Class Interval

M = 23 - (16 - 29) x 3

M = 23 - (.55) x 3

M = 23 - 1.65

M = 24.65

$$S.D. = \sqrt{\frac{\text{sum of } FD^2}{N} - \left(\frac{\text{sum of } FD}{N}\right)^2} \times \text{Class Interval}$$

$$S.D. = \sqrt{\frac{404}{29} - \left(\frac{16}{29}\right)^2} \times 3$$

$$S.D. = \sqrt{13.93 - .30} \times 3$$

$$S.D. = \sqrt{13.63} \times 3$$

S.D. = 3.7 x 3

S.D. = 11.1

Relative Growth of Pupils.[1]--If the teacher is to get a clear picture of the pupil's growth in the unit he must by some method determine the relative growth of the pupil, as well as the actual growth of the pupil in the unit completed. For this reason, a comparison of the pupil's actual growth with the growth made by the others in the class, and with the average growth of the class, has been made by means of a relative growth scale.

Using the calculated means and standard deviations, relative growth scales were drawn. Group I represents pupils of superior achievement; Group II, those who are above average; Group III, those whose growth is average; Group IV, those whose growth is inferior. Figures 3 to 5 below and on the following pages show the actual distributions of pupil growth for the tests and points gained.

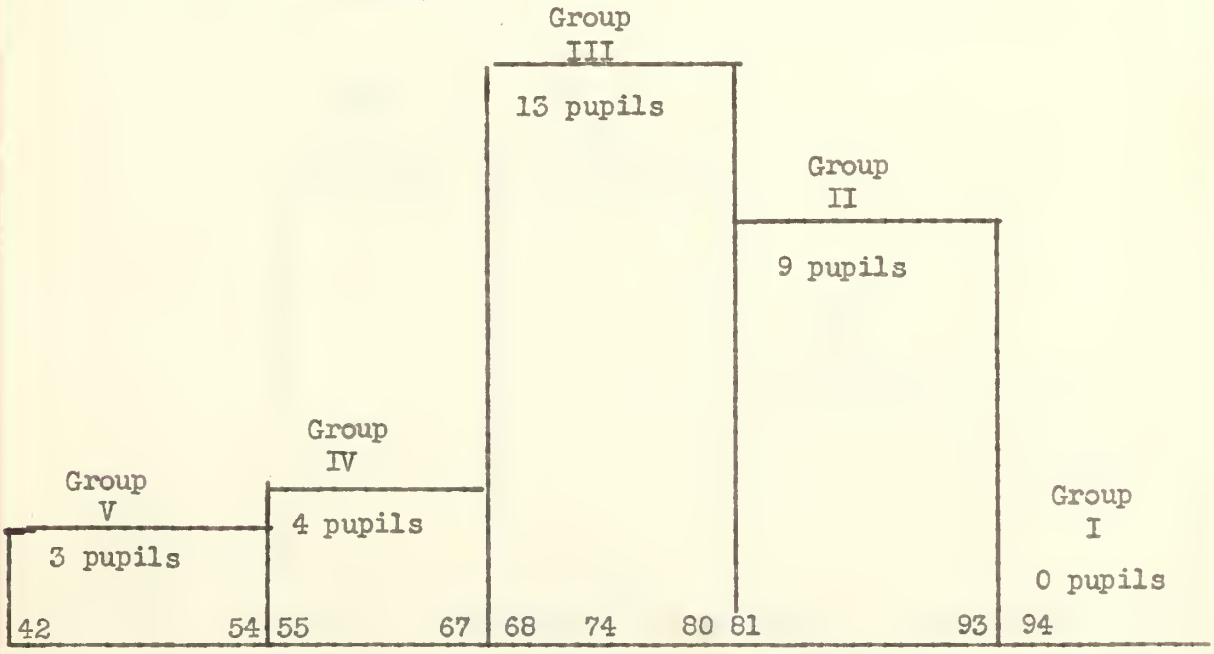


FIGURE 3

RELATIVE GROWTH SCALE--PRE-TEST

1/Billett, Roy O., Fundamentals of Secondary School Teaching. Houghton-Mifflin Company, Boston, 1940, pp. 630-636.

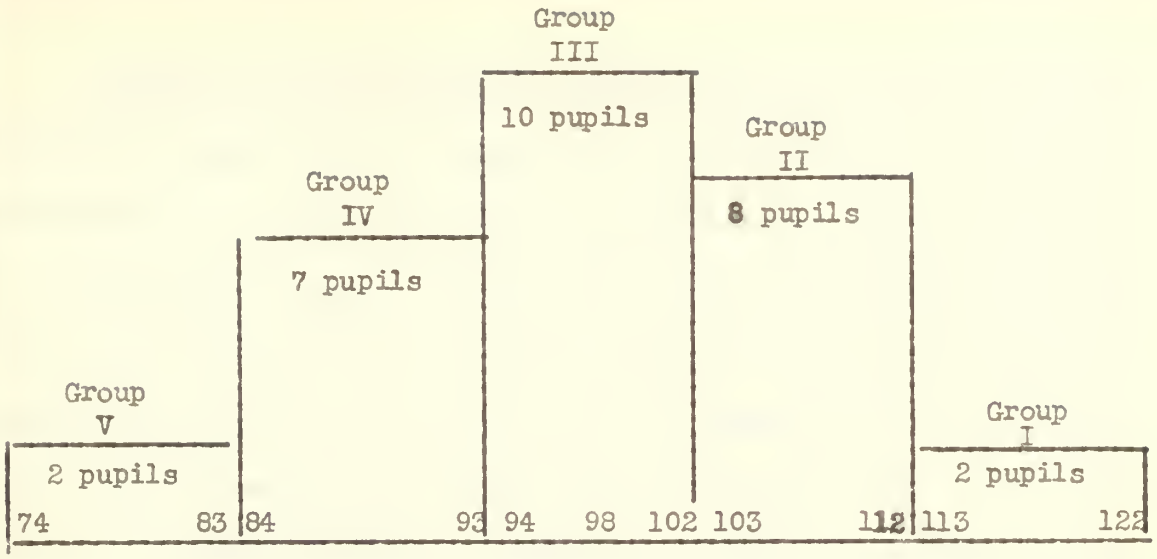


FIGURE 4

RELATIVE GROWTH SCALE--FINAL TEST

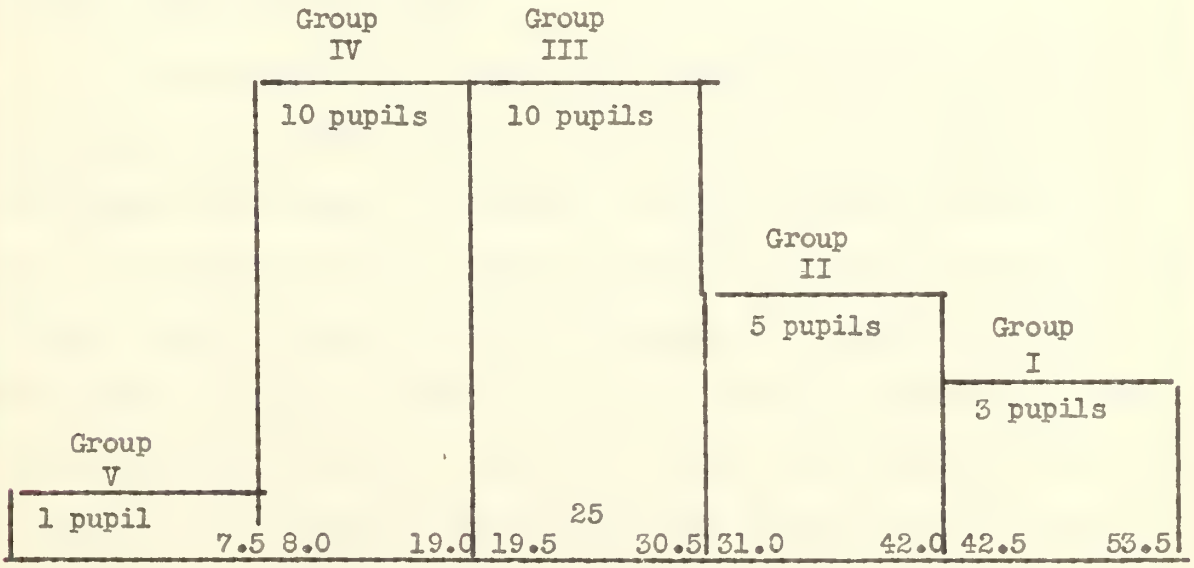


FIGURE 5

RELATIVE GROWTH SCALE--GAINS

Making the Final Estimate of Relative Growth.--The final estimate of relative growth should be based on all the known facts about the actual growth made by the individual pupil as compared with the actual growth made by the class as a whole.[1] Therefore all known data concerning each pupil was arranged in a chart which showed objective test score, relative achievement group assigned on the basis of written summary, oral questioning, and the teacher's observation of the pupil's performance. The quality and quantity of the pupil's product as related to his capabilities and interests was noted. General attitude, or behavior, was also taken into account as having some bearing on ultimate attainment. Then, on the basis of the aforesaid information, an estimate, not an arithmetical average, was arrived at for each pupil in regard to his growth in connection with the unit The Early Days of Concord.

It is essential that the teacher carefully study the work done by each pupil on the written summary, and the calibre of his replies to oral questioning, both formal and informal. Through cautious analyses of the above, the teacher can often arrive at some fairly reliable estimate of the advances which the pupil has made in concept, skill, ideal, attitude or appreciation through the study of the unit. Here the teacher must always keep in mind the statement of the unit as well as the delimitation and list of indirect and incidental learning products. Knowledge of the pupil's reading ability, intelligence level, and overall personality serve to temper the final judgment.

1/Billett, Roy O., Fundamentals of Secondary School Teaching. p.646.

Study of the chart which follows will reveal the qualitative and quantitative growth in connection with the unit which each individual pupil has attained.

Report based on the Daily Log.--A log was kept by the teacher during the development of the unit. It proved to be quite helpful in the collecting and interpreting of evidence of pupil growth in concepts, attitudes, ideals, and appreciations.

On the first day the class was told that their work in history for the next few weeks would be a study of their own town, Concord. It was explained that they would be given a test that day so that the teacher could determine how much most of them knew about their town, and be able to plan their studies for them on that basis. It was made clear to them that the test would no doubt seem quite difficult, but not to worry about it, because it would not count toward their marks in any way. When they understood that, they seemed to have a better attitude toward the test.

The second day proved to be very fruitful. The teacher introduced the unit according to his plan (for which see Chapter II) and it was met with great enthusiasm. Some of the statements made by the pupils were:

(1) "The guides in Concord don't get paid, do they?"

(2) "Why do people who live in other states know more about our town than we do?"

(3) "Was the Peter Bulkeley School named after one of the first settlers?"

(4) "Where did the Indians live?"

TABLE X

ARRANGEMENT OF DATA FOR PURPOSE OF ARRIVING AT FINAL ESTIMATE OF GROWTH IN CONNECTION WITH THE UNIT

Pupils	Objective test		Relative-achievement group assigned on basis of						
	Pupil's actual score	Range of group	Objective test	Written summary	Oral questioning	Observation of Performance	Observation of Product	Observation of Behavior	All available data
A	88	84-- 93	IV	III	III	III	III	IV	III
B	103	103--112	II	II	II	II	II	I	II
C	97	94--102	IV	IV	IV	III	IV	II	IV
D	115	113--122	I	I	II	I	I	II	I
E	104	103--112	II	II	I	II	II	I	II
F	96	94--102	III	II	II	III	III	I	III
G	101	94--102	III	III	III	III	III	II	III
H	100	94--102	III	III	II	III	III	I	III
I	95	94--102	III	III	II	II	III	I	III
J	109	103--112	II	II	II	II	III	III	II
K	102	94--102	III	III	II	III	III	III	III
L	104	103--112	II	II	I	II	I	I	II
M	95	94--102	III	II	III	II	III	I	II
N	90	84-- 93	IV	III	II	III	IV	IV	IV
O	85	84-- 93	IV	IV	IV	IV	V	V	IV

(Continued on next page)

TABLE X (Continued)

ARRANGEMENT OF DATA FOR PURPOSE OF ARRIVING AT FINAL ESTIMATE OF GROWTH IN CONNECTION WITH THE UNIT

Pupils	Objective test		Relative-achievement group assigned on basis of						
	Pupil's actual score	Range of group	Objective test	Written summary	Oral questioning	Observation of Performance	Observation of Product	Observation of Behavior	All available data
P	78	74-- 83	V	V	V	V	V	III	V
Q	98	94--102	III	III	III	III	III	I	III
R	100	94--102	III	II	III	III	III	I	III
S	105	103--112	II	II	II	II	II	I	II
T	108	103--112	II	I	I	II	II	I	II
U	109	103--112	II	II	I	II	II	II	II
V	91	84-- 93	IV	III	III	III	III	I	III
W	81	74-- 83	V	V	IV	IV	IV	II	IV
X	106	103--112	II	II	I	II	II	I	II
Y	93	84-- 93	IV	IV	IV	IV	IV	IV	IV
Z	101	94--102	III	III	II	III	III	II	III
AA	113	113--122	I	I	I	I	I	I	I
BB	99	94--102	III	III	II	III	III	I	III
CC	84	84-- 93	IV	III	III	III	III	I	III

(5) "Will we go around town and see the places where the things happened?"

Study guides were passed out to the class, and they were given an opportunity to read them through and after that ask questions if they had any. Some of the questions asked were:

(1) "Could we write up our answers to the questions in English class?"

(2) "May we read stories in other books about Concord, and pass in the book reports for Literature class?"

(3) "How many periods will we have to finish?"

(4) "Will we be able to take any friends from other schools with us on the field trip?"

The third day was spent in drawing up the agenda for the work ahead. Through teacher-pupil discussion related to a good procedure to follow in the classroom-laboratory phase, we arrived at the following plan: The first ten minutes of each period were to be spent in discussion of problems which the pupils had met in the previous day's work. The remainder of the period was to be used for working out the answers to problems from the study guide, getting personal help from the teacher, posting bulletin board items, and working with a group if the group could help you. The whole first week was to be used for laboratory periods.

Beginning with the first period in the second week, visual aids and other learning aids were employed. The class wished to have the speaker appear on Monday to tell them about the old houses of Concord. On Tuesday they planned to discuss the preceding day's illustrated talk, and then continue with individual and group work. For Wednesday, the class

planned an entire period devoted to working on the problems presented by the study guide, which the teacher concluded with a few remarks in preparation for the motion picture to be shown the next day. The pupils were told what to watch for, and that the salient features of the picture would prove helpful in their unit work. On Thursday the motion picture, "Early Settlers of New England" was seen. Since it was only twenty minutes in length, the remainder of the class time was spent in discussing what had been seen, and in reviewing the major factors the film had presented. The class decided to use the first half of Friday's period for further work on the core activities, and the second half of the period was to be spent in getting started on optional related activities. A committee had been elected the first week to make suggestions as to optional related activities they would like to see added to the duplicated list provided them. The committee made its report during the aforesaid time, and made many valuable contributions, some of which are listed in the section concerning suggestions for improving the unit, page .

The third week of the unit proceeded much the same as the second, with a motion picture entitled "The Declaration of Independence", shown on Wednesday. The period on Thursday featured a report by the field trip committee, which had drawn up a guide sheet for the trip on the basis of suggestions from various pupils. During the discussion of the field trip, the pupils worked out a time schedule for the trip, and allotted a specific time to be spent in seeing each historic spot. On Friday the entire class enjoyed a field trip around historic Concord, supervised by the teacher, but

FIGURE 6

FRONT VIEW OF CLASSROOM SHOWING LOCKER USED AS A FILING CABINET, BOOKSHELVES, BULLETIN BOARD AND PUPILS USING REFERENCE BOOKS

following the plans as set forth by the committee and the class. When they returned to school that afternoon, they were asked to write a story about what they had done and seen during the trip. The two stories voted as best by the members of the class were submitted to the two local newspapers for publication. This activity proved to be extremely interesting and stimulating. The pupils responded to it very enthusiastically. Time in which to compose and rewrite their stories was made available to them in English period that day and the following day as well.

The first three days of the fourth week of the unit were spent in a program of pooling and sharing of experiences, as planned by the class. On Monday, the pupils who had been preparing oral reports were called upon to give their talks. Following these reports, a group which had collected recordings pertinent to the unit played their selections, and gave interesting demonstrations of the dances which the people of the colonial period enjoyed. On Tuesday, the pupils who had been rehearsing an original play diligently for weeks, presented their little drama to the delight of the class. Also on Tuesday, the pupils who had made displays of photographs, postcards, and other materials for the bulletin boards, told their classmates about these exhibits. Wednesday's period was highlighted by the presentation of the finished products of those pupils who had drawn maps, sketched buildings, and painted watercolor scenes. One enterprising group had created a huge freehand drawing of the Minute Man, based on the statue by Daniel Chester French. The class requested that all of the aforementioned works of art be placed on exhibit in the room for other classes to enjoy.

During the three days mentioned above the teacher attempted to emphasize the important points presented, and to bring forth any additional information he deemed essential to the fuller understanding and appreciation of the unit. In order to illustrate the fact that the struggles of the colonists did culminate in obtaining guarantees for the fundamental rights of man, the motion picture "Writing the Constitution" was shown during another period. The pupils discussed the picture fully, showing considerable understanding and thought. The discussion was particularly valuable to the teacher in forming opinions about several pupils, and their progress in the unit.

Thursday of the fourth week was the day for the final test. Arrangements were made so that the group would not be disturbed while taking the test. Fifty minutes had been set aside for the test by adjusting the morning's schedule, but it proved to be more than ample. The first pupil finished the test in fifteen minutes, while two pupils were the last to finish, requiring thirty minutes.

The pupil opinion poll was conducted during Friday's class period. It was made clear to them that they could be perfectly frank since the poll forms were to be anonymous, and that their honest answers would be a great help to the teacher in evaluating the unit. The teacher explained that through their frank answers the class would make the task of improving the unit easier, and thus make it more interesting for the next class who would study it.

The pupils were industrious and interested from the start. The

FIGURE 7

GENERAL VIEW OF CLASSROOM SHOWING GROUP AND INDIVIDUAL WORK IN PROGRESS SIMULTANEOUSLY

frame of mind of the majority was almost ideal during most of the unit. Some of the poorer readers experienced difficulties from time to time, but they worked hard and managed to overcome many of them.

During the laboratory periods the teacher moved about the room from person to person answering questions, giving advice, and helping those who needed assistance. From time to time, individuals or small groups were called to the teachers' room during free time to discuss any items found to be troublesome. Those pupils who had difficulty in composition were given special attention during English periods.

Some of the better readers were not fully satisfied by the reference books made available to them in school but found help from the books they obtained at the public library. The names of the books were added to the reference list after the teacher had approved the addition.

Many fascinating materials were brought in by the pupils, and were placed on the bulletin boards or arranged for display.

More than two-thirds of the class attempted optional related activities. Twelve of the seventeen listed activities were selected, as well as the additional activities suggested and attempted by several other pupils.

The pupils worked individually or in groups, as they felt the need. A group of three boys worked industriously on the gigantic reproduction of the Minute Man. Throughout the unit many worked together in twos or threes at their seats on problems which were difficult. This practice was encouraged, and none of the groups took advantage of the privilege to use the time as a social hour.

The field trip proved very valuable as a stimulant to some of the members. All of the pupils expressed delight in the summaries which they wrote after returning from the trip. Seeing the places and things they had been studying considerably strengthened the learning. The art supervisor reported that following the trip she had received a few excellent drawings inspired by the things seen, to be entered in an exhibit which took place shortly thereafter.

While the unit was in progress, one parent had telephoned the principal to inquire if her son's history homework might be lessened, since he seemed to be spending hours at home each night in preparation for the next day's work. It was explained to her that the work her boy was doing was optional, and not required. She said that she had seen the lad working hard before, but not with so much enthusiasm. As a former school teacher, she stated that she thought that the unit method seemed to get much better results than the methods she had used when she was in the profession.

Correlation With Other Subjects.--Correlation with other subjects was realized through the cheerful cooperation with the geography teacher. He went to considerable trouble to include a study of the geographical features of the town in his program, especially for the class studying the unit.

The teacher directing the unit was also teacher of English, literature and spelling, and therefore found it easy to work in correlation in many ways. The class itself had asked if it might do the written work

FIGURE 8

THE FIELD TRIP COMMITTEE PLANNING THE TRIP

FIGURE 9

PUPILS WORKING ON OPTIONAL RELATED ACTIVITIES, MAINTAINING PROGRESS CHART, AND STUDYING INDIVIDUALLY AT DESKS

during English periods so that its finished products in composition might be better. This was done, and proved of great help to the pupils in writing up the solutions to the core activities. Time was given committees during English periods in which to work out the details of their oral reports, plays, discussions, and similar programs. At all times the teacher was available for direction and guidance.

One pupil suggested that we collect a number of words which appeared in the reading connected with the unit and make up a list, to be used as a basis for the spelling classes for the weeks during which the unit was in progress. Once again, the suggestion was followed, and met with considerable enthusiasm.

The literature periods occurring during the weeks of the unit were devoted entirely to the reading of stories, plays, and poems related to the unit, or to the period in history which applied. During these periods the teacher was able to assist the slower readers, and succeeded in maintaining their interest in the literature by relating it to the unit.

Class Reactions to the Unit.--At the conclusion of the study of the Early Days of Concord, the pupils were given an opinion poll form (see Chapter II, pages) to fill out anonymously. The teacher advised the pupils that they could be completely frank and unhesitating in their answers since the forms would not bear their signatures, nor would they in any way affect the final mark for the unit.

PUPILS TAKE TRIP AND SEE OLD CONCORD

Harvey Wheeler 8th Grade Boys, Girls Learn Of Their Town

West Concord—Recently the pupils of the eighth grade in the Harvey Wheeler School went on a field trip through Concord. We left the school at 9:30 in one of the school buses.

The first place we went was the battleground. We got out of the bus and walked down the lane to the monument. It is made out of granite. A few of us copied what was written on it and some took pictures. David F. Dix told us about the Old Manse.

During the fight Rev Emerson had watched from one of the windows in the house. He wrote down all about the fight at the North Bridge. That is how we know of it today. Then we went a little to the left of the monument and saw the grave of the British soldiers. A few of us copied what was written on the stone.

Just before we went over the North Bridge we read a sign about the Concord Fight. It told us that Isaac Davis, an Acton captain, said, "I haven't a man that's afraid to go". The British shot and killed him.

Mr. Dix told us that the bridge was not the original one but it was made as the old one was. The old one was made out of wood but the new one is made of concrete. The new bridge was built by the town of Concord in 1909.

After we crossed the bridge we came to the Minute-Man statue. He had his gun in his hand and his plow beside him. He had his coat on the plow, his sleeves rolled up, and has just stopped working. Written on it was

"By the rude Bridge that arched the flood,
Their flag to April's breeze unfurled
Here once the embattled farmers stood,
And fired the shot heard 'round the world".

This monument was made by Daniel Chester French at Concord in 1874. After we had seen all we wanted to at the battleground we went back to the bus. We got in and went a little way out again to look at the "Bullet-Hole House." We went up there and Mr Dix told us that the Minute Men had hidden stores and food in the house. Elisha Jones, a Concord minute man, was guarding the supplies.

The British were retreating back to Concord when he stuck his head out of the door and the British fired on him but missed. The bullet hole is still there and is preserved under a pane of glass. After we had seen that we went back to the bus and went down to the center of town.

We stopped by the sign that told about Jethro's tree. We got out of the bus and read what the sign said. The sign told us that nearby is the spot where once stood the ancient oak known as Jethro's tree. Under this tree Major Simon Willard and his associates bought from the Indians the "6 myles of land square on September 12, 1635".

After we had looked at that we walked over to the Wright Tavern which was built in 1747. Its original name was Wright Tavern and it used to be the colonial headquarters.

FIGURE 10

PUPIL DESCRIPTION OF FIELD TRIP

(Continued on next page)

On April 19, 1775, it was here that Colonel Smith boasted that he would stir the blood of the Yankee rebels as he stirred his rum. On a sign on the outside it said: Wright Tavern 1747, "Food for the Hungry, Rest for the Weary." The tavern is one of the oldest existing taverns in Concord. It was closed the day of our trip. Some of us looked in the window and we saw a British coat in a glass window.

After we had seen that we went a little farther. We stopped and looked at the sign in front of the First Parish Church. The church used to be the meeting place for the Provincial Congress. Delegates from towns of Massachusetts met here on the 11th day of October in 1774. John Hancock was the president and Benjamin Lincoln was the secretary. Following we walked to the Reuben Brown House. It is a little red house and one of the oldest houses in Concord, being built in 1669. Then, we started walking back to the bus. We stopped and looked at the old Burying Ground. Mr. Dix told us there were many interesting things written on the tombstones. Then we looked at that and then went back to the bus and started for Meriam's Corner. When we got there we read what was written in the stone. It said:

"The British troops, retreating from the Old North Bridge were here attacked in a flank by the men of Concord and neighboring towns, and driven under a hot fire to Charlestown."

We didn't get out of the bus. There was a house there that was there when the British retreated. We went a little way down the road. There was a sign there telling about the plantation of Concord. Its first name was Musketaquid. This plantation was the first inland settlement in New England. It got permission to change its name to Concord on September 12, 1635.

We went to the Hartwell Farm next. It was built in 1636 and is off Lexington road, on the route of the British from Lexington to Concord going through the town of Lincoln, on the wooded highway. Here at 2 o'clock in the morning the midnight ride ended.

William Dawes, Dr. Samuel Prescott, and Paul Revere were halted by a British Patrol. The British captured Revere; Dawes escaped, and so did Dr. Prescott, who went and gave the alarm to Concord. Revere was taken to Lexington, there he was released and joined John Hancock and Samuel Adams. When the British were retreating from the fight one of them pushed his broken musket through a window and fired several bullets at the house.

After we had looked at all we wanted to we got back in the bus and started back. We stopped and got out when we came to Revolutionary Ridge. We looked at the sign at the end of the hill. It said "The First Settlement 1635, Westward to the meeting house along the sunny slopes of this ridge the settlers of Concord built their first dwelling."

We all had a very enjoyable morning and it was very interesting to find out all the things we didn't know about our town.

Elizabeth Robus

FIGURE 10 (Concluded)

PUPIL DESCRIPTION OF FIELD TRIP

TABLE XI

RESULTS OF PUPIL OPINION POLL

Number of question	Yes	No	Number of question	Yes	No
1	28	1	14	22	7
2	27	2	15	28	1
3	22	7	16	21	8
4	26	3	17	20	9
5	29	0	18	24	5
6	26	3	19	19	10
7	18	11	20	27	2
8	29	0	21	29	0
9	28	1	22	22	7
10	7	22	23	11	18
11	27	2	24	29	0
12	29	0	25	3	26
13	25	4			

The great majority of the pupils found the unit to be interesting. They expressed joy at being able to work together in small groups or in larger committees. According to the poll results, all of the pupils thought that the unit method gave the teacher a better chance to understand each individual. All of the pupils also agreed that the general study guide was helpful to them in getting atarted on the unit. It was likewise a unanimous opinion that the unit method seems more democratic than the old method of teaching and learning. Accordingly, all of them answered "yes" to the question asking if they would like to follow the unit method in history class in the future.

A few of the pupils stated that they had found it difficult to use more than one book. Some pupils felt that there had not been an ample enough supply of books and pamphlets at all times. Eight pupils expressed dislike for the kind of test we had at the end. From conversations overheard, the teacher gathered that some of the brighter members would have preferred an essay-type test. There were a few pupils who thought that the unit method would not prove helpful in other school subjects. Several pupils said that they could think of other optional related activities which they would like to do during the unit.

The greatest difference of opinions occurred on the question as to whether or not they felt that they could have done well by doing only the required activities. Here there were eighteen who felt that to do well in the final test one had to do some of the optional related activities. Eleven persons indicated that they did not hold that viewpoint.

It was gratifying to note the obvious honesty with which the opinions were expressed throughout the poll. One excellent indication of the frankness shown was in the manner in which the question concerning guessing in the final test was answered. Of the twenty-nine pupils, nineteen said that they did not guess, while ten indicated that being able to put down a question mark did not deter them from guessing when in doubt as to the correct reply.

The replies to the question which asked if the motion pictures had been helpful were most revealing. Eleven persons said that the motion pictures had not helped them to understand the facts. The teacher attributes

this feeling to the fact that the pictures shown seemed to be a little above the language level and comprehension of the junior high pupils. It was felt that, if possible, films more suited to the backgrounds and understandings possessed by eighth grade pupils should be substituted for the films shown when the unit is again undertaken. Although not specifically rated as such, the films used apparently would be more appropriate for use with high school students.

After the pupil opinion poll had been administered, several pupils came up to the teacher and expressed their appreciation for all of the help he had given them during the unit. They also asked if it might be possible for them to have more of the same type of work in history. One pupil claimed that he had amazed his parents by doing history homework faithfully, since he never used to bother with it.

Conclusions.--The work of the unit stirred up a great deal of interest in the history of the town. There seemed to be little doubt that a large majority of the pupils actually enjoyed history for the first time. They seemed particularly impressed with being able to relate things learned from books with actual, existing places and things. Seeing the very scenes they studied gave them an increased sense of the need for knowing about them.

Working, either independently or in groups, at a rate of speed each set for himself, much more was accomplished than would have been under the old style of teacher-dominated lessons. The unit method enabled each pupil to grow by intelligently directing his own thinking, and to know at all

times how far along he was on the way to his goals. Being able to go ahead without waiting for the rest of the class was a great advantage for the faster learners. At the same time, the increased amount of help which the teacher could give the slower workers helped them to speed up and to learn more in less time than formerly.

The writer feels that the enormous amount of planning, re-planning, and adjustment which enters into the unit method of teaching is well worth while. Seeing the obvious mastery of the core activities and the richness of experience gained through the optional related activities was ample reward. Unit organization is an excellent and practical method of teaching which gives the teacher a greater degree of personal satisfaction than other methods.

If best results are to occur, however, the unit method ought to be introduced gradually and carefully, rather than precipitately. Pupils accustomed to other methods of teaching and learning must be patiently shown the various new learning techniques they will employ, and given opportunities to see their superiority.

Criticisms and Suggestions for Improving the Unit.--The general study guide and list of optional related activities met with favorable reception by the majority of the pupils. A little difficulty occurred over the meanings of a few words, but these were carefully explained by the teacher whenever the pupils could not locate the definitions.

It appeared that the unit would have been more successful and meaningful to the class if it had occurred at a time in the year when

certain historic houses are open to the public. The unit, therefore, will be so planned in the curriculum in the future as to allow the class to visit the Antiquarian House and the Old Manse. Fascinating exhibits of relics pertinent to the colonial period may be seen at those places, and would greatly strengthen the bonds of learning resulting from the unit study.

More correlation between history and science in the unit may be possible through encouraging the making of slides or stained glass window panes. A greater amount of this sort of activity will be suggested in the future teaching of this unit.

A considerable amount of interest in sketching, either with crayon or pencil, was brought to light through the cooperation of the art supervisor. The famous old houses of the town seemed to provide favorite subjects in the drawing which was permitted as an added optional related activity. This suggested that the list of activities ought to be supplemented so as to include a larger number and variety of activities involving artistic likes and talents.

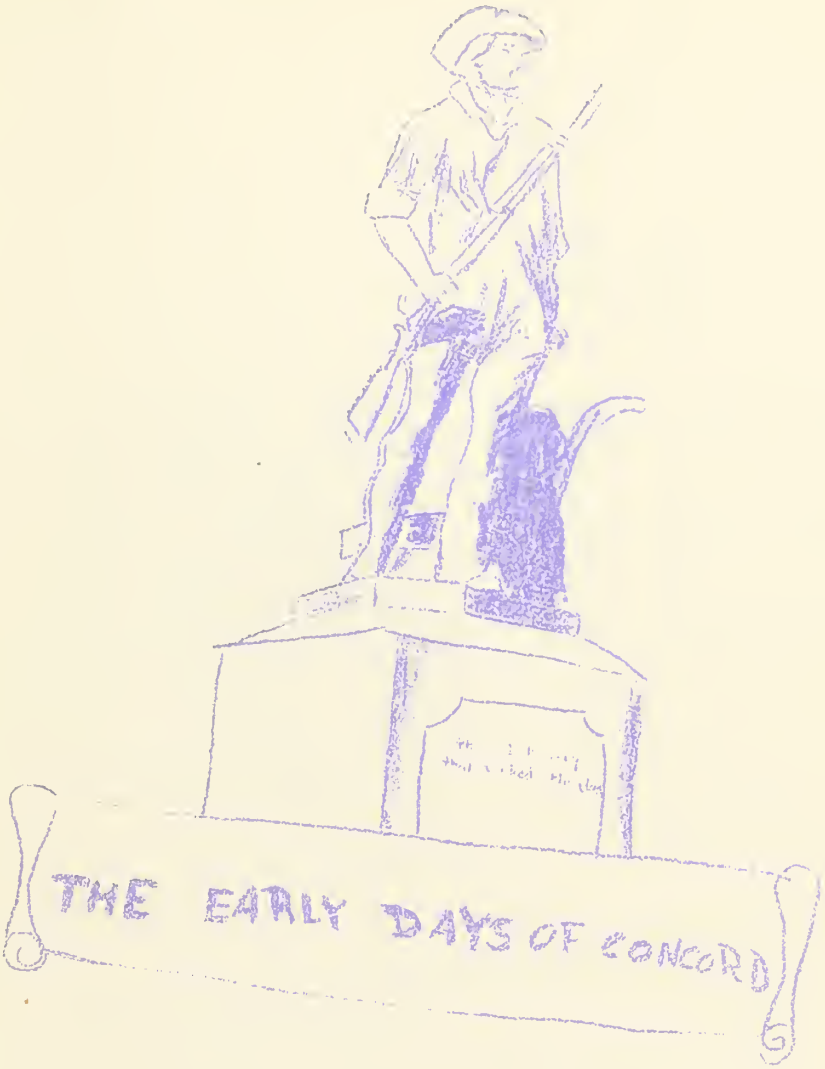
One pupil suggested that he be permitted to make a collection of postcards depicting Concord scenes related to the unit. He had considerable success in the activity, and reported in very interesting fashion to the class about the cards he collected and mounted. Scrutiny of the pupil's final test mark showed that he had made excellent progress in his grasp of the fundamentals of the unit. Acting upon the idea that the activity may have helped this pupil in his study of the subject, the activity was added

to the list and will be used in the future.

The final test did not present any major weak spots. One fault discovered was the unwise use of both "Major" and "Sergeant" as the military titles belonging to Simon Willard. This error was rectified as soon as noted. The use of the word "surrey" in question 12 was found to be confusing. It was eliminated from the test.

Perhaps the most outstanding criticism of the unit was the unfortunate use of motion pictures which were a bit above the comprehension of the junior high pupils who viewed them. When the unit is again taught, other films will be previewed by the teacher, and those which will be easily understood by the eighth grade students will be used.

APPENDIX


THE EARLY DAYS OF CONCORD

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GENERAL STUDY GUIDE

Problems for Individual Study and Investigation

(*To be investigated only by pupils designated by teacher.)

1. Why did the Europeans of the Seventeenth Century leave their homes in the Old World to come to America?

   (24: 91-103; 23: 2-6; 1: 20-26; 25:22)

2. Find out what religious beliefs the early settlers had, and why they had chosen Peter Bulkeley as their leader.

   (1: 30-35; 8: 46-49; 9: 18-20; 20a; 22a; 7: 29-33; 25: 22-23)

3. Why was Simon Willard willing to go into the wilderness with the early settlers? What experiences had he had which fitted him so well to meet the challenges of the new land?

   (2: 22-25; 10: 13-15; 20a; 23: 16-19; 18: 4-10; 22a)

*4. What do we mean when we say that the early settlers of Concord soon showed their "Kentish spirit"?

   (23: 6-10; 18: 10-18; 1: 35-37; 10: 16-18; 25: 23, footnote)

5. Why did the settlers want to build their homes so far inland, away from the Bay colonies?

   (1: 10-26; 8: 44-46; 9: 15-18; 7: 27; 5: 23)

6. Tell briefly what severe conditions the early Concordians had to endure during their first winters here.

   (22a; 19: 41-46; 22b; 10: 37-40; 23: 20-24; 9: 21-24; 8: 23-26; 7: 28; 5: 23-24, 26)

*7. Compare the living conditions in early Concord with those of towns nearer the coast.

   (1: 35-38; 5: 12-23; 8: 23-28; 22a; 23: 14-19; 7: 37,38)

8. What dealings did the settlers have with the Indians?

   (1: 10-26; 8: 41-46; 23: 20-26; 22a; 31a; 7: 26-28, 31, 32; 25: 24-25, 29)

9. Why was the settlement named Concord?

   (18: 10-14; 20a; 8: 21-23; 24: 90-91; 23: 6-10; 25: 25-26, especially footnote on 26)

10. Who were some of the important leaders in the settlemen?

    (1: 2-12; 2: 22-29; 5: 10-15; 22a; 23: 2-12; 7: 29-31)

*11. What spirit did these leaders rouse in the people?

    (24: 6-10; 23: 7-11; 3: 14-19; 23: 6-21; 7: 30-31)

12. Why did more people move into Concord?
    (20a; 21: 3-7; 22a; 22b; 23: 16-18)

13. What did these people do to help the people nearer Boston?

(20a; 17: 6-9; 16: 7-12; 23: 22-29)

14. What did the people do to be prepared in case of trouble?

(3: 7-12; 4: 10-19; 6: 10-20; 24: 95-102)

*15. How did the town fathers feel about free public education?

(22b; 20a; 18: 6-10)

16. What was the attitude of the people of Concord toward the friendly Indians?

(20a; 10: 14-20; 23: 22-25; 7: 25-32; 25: 29-30)

*17. The colonists became dissatisfied with some of the decisions of the government. What did they do about it?

(13: 16-18; 14: 9-13; 10: 12-17)

18. Name the men who lead soldiers from Concord in the King Philip's War. What did each one do that made his name famous?

(20a; 22a; 23: 16-20; 25: 31-33)

19. What two acts of the British government stirred the feelings of the Concord people?

(6: 16-20; 3: 12-15; 5: 10-25; 7: 38-43; 25: 40)

20. Who were the Minute Men, and how were they equipped?

(2: 22-37; 3: 16-25; 4: 20-29; 6: 43-48)

21. How did Concord become the center of the active rebellion?

(7: 13-19; 9: 18-25; 13: 22-35; 7: 44, 61; 7: 45, 46; 7: 43; 25: 36-38)

22. What two fateful meetings were held in Concord? Prepare a list of the names of the famous men who attended them.

(23: 29-32; 24: 97-101; 10: 19-23; 7: 42; 25: 37-41)

23. Why did the British march on Concord, instead of some other nearby town?

(13: 16-30; 14: 20-24; 15: 16-30; 18: 19-26; 7: 43; 25: 47; 25: 38)

24. What did the British soldiers do while they were in Concord on April 19, 1776?

(25: 47; 25: 49-52; 7: 62-64)

25. What was the "shot heard 'round the world"?

(20b; 23: 24-30; 24: 101-102; 9: 19-25)

26. Why did King George write these words: "the die is cast"?
(23: 22-29; 24: 103-104; 6: 19-24)

27. What effect did the news of Concord have on the rest of the American colonies?

(4: 20-24; 2: 36-39; 24: 103-106)

*28. Would you call the fight for independence which followed the battle of Concord a "rebellion" or a "revolution"? Explain.

(23: 30-32)

29. How did the Americans finally obtain the social justice and religious freedom they so fiercely desired?

(24: 105-110; 23: 30-35; 2: 37-43)

30. At the end of the Unit Assignment, write a summary bringing out the main points of this unit. Illustrate it, if you wish, by one of the following:

1. Draw a map related to any topic we studied; show on it the names of places and events you learned about in your studying.

2. Make a time line or flight of steps to show the main events in the early history of Concord.

Materials and References You Will Find Helpful in Solving the Problems Listed in the Study Guides

Code Number

1. BARTLETT, GEORGE B.: "Concord Historic, Literary and Picturesque", O. Lathrop Co., Boston, Mass., 1885.

2. CHAMBERLAIN, SAMUEL: "Lexington and Concord", Hastings House Publishers, 1939.

3. FRENCH, ALLEN: "The Day of Concord and Lexington", Little, Brown and Co., Boston, Mass., 1925.

4. FRENCH, ALLEN: "British Expedition to Concord, Mass. in 1775", Journal of the Society for Army Historical Research, Spring, 1936.

5. FRENCH, ALLEN: "The Colonials", Doubleday, New York, 1902, 1912.

6. FRENCH, ALLEN: "General Gage's Informers: New Material upon Lexington and Concord", Ann Arbor, University of Michigan, 1932

7. FRENCH, ALLEN: "Old Concord", Little, Brown and Co., Boston, Mass.

8. FRENCH, ALLEN: "Historic Concord", Allen French, Concord, Mass., 1932.

*9. FRENCH, ALLEN: "The Drama of Concord", Production Committee of the Concord Players, 1935.

10. FRENCH, ALLEN & HARNBY, LESTER G.: "Old Concord", Little, Brown and Co., Boston, Mass., 1918.

11. "Concord Fight, 1775", Proceedings at Centennial Celebration, Town of Concord, 1876.

12. KEYES, HON. JOHN S.: "Story of an Old House", Monograph published by the Concord Antiquarian Society, 1902.

13. MURDOCK, HAROLD: "The Nineteenth of April, 1775", Boston, 1923.

14. REYNOLDS, REV. GRINDALL, D.D.: "Historical Papers", University Press, Cambridge, 1895.

15. ROBBINS, ROLAND WELLS: "The Story of the Minute Man", George B. Barnstead and Son, Stoneham, Mass., 1945.

16. SIDNEY, MARGARET: "Little Maid of Concord Town", Lathrop Lee Co., Boston, Mass., 1898.

17. SIDNEY, MARGARET: "Old Concord: Her Highways and Byways", Lathrop Publishing Co., Boston, Mass., 1888.

**18. SHATTUCK, LEMUEL: "History of Concord", Russell, Odiorne and Co., Boston, 1835. (Now out of print.)

19. TOLMAN, ADAMS: "Indian Relics in Concord", Monograph published by Concord Antiquarian Society, Concord, 1902.

Code Number

20. TOLMAN, GEORGE: (a) "Early Town Records", (b) "The Minute Man", (c) "Wright's Tavern", (d) "The Old Manse",

Monographs published by the Concord Antiquarian Society.

21. WALTON, PERRY: "Concord, A Pilgrimage to the Historic and Literary Center of America", Perry Walton, Boston, Mass., 1930.

22. WOOD, ALBERT E.C.E.: (a) "The Plantation of Musketaquid", (b) "How Our Great Grandfathers Lived", (c) "Indian Relics in Concord",

Monographs published by the Concord Antiquarian Society.

23. SCUDDER, TOWNSEND: "Concord: American Town", Little, Brown and Co., Boston, 1947.

24. WEST AND WEST: "Our Country", Allyn and Bacon, Boston, Mass. (One copy for each pupil; the text now in use.)

25. SWAYNE, JOSEPHINE L.: "The Story of Concord", Worcester Press, Boston, 1906.

*Sufficient Copies for all pupils; part of School Library.
**For better readers only. Can be used only at library.

SPECIAL ACTIVITIES GUIDE

You may do any of these special activities which interest you. See the teacher if you need any extra help.

1. Make a map of Old Concord, showing the places where the first settlers built their homes, churches, school and where their farm lands were. Have this large enough to be posted on the bulletin board or hung from the wall.

2. Make a model of the original town, indicating the geographical features, layout of the town and kinds of buildings. Place this model on a table in the room and be able to answer any questions your classmates ask about it.

3. Prepare to tell the class about one of the famous early leaders of Concord. Tell what he did for the town, why he did those things, and how the townsfolk regarded him.

4. Write a story for our school paper, "School Life", telling about how the early settlers lived and worked. Look in the early town records, pamphlets of the Antiquarian Society and see the exhibits at the Public Library for interesting information.

5. Make a collection and exhibit to the class some of the things the settlers used in their daily lives.

   The Public Library and the Antiquarian Society will help you, by donations or by showing you articles which you may copy.

6. Form a committee which will visit the historic points of interest in town. Use the school camera to take pictures of the tablets, statues and famous places. Tell the class about your trip, illustrating your talk with the pictures and with any other material you can obtain.

7. Form a committee and invite a class or group from another town to come to Concord so that you can show them the historic points of interest. Make notes of the questions these visitors ask, which places they seemed most interested in and what their comments were about the various places and the events connected with them. Plan your trip in advance so that you will be able to explain the significance of each spot to these people. After the trip, report to the class on the basis of the notes you took.

8. Form a letter-writing group which will write to the pupils of a school in some other historic town, or towns; exchange information with them. Bring their letters to class, tell the class what kind of questions the strangers asked and how important they seem to think Concord is.

9. Read one or more of the following books that you think you will find interesting. When you have finished reading a book, submit a short written report to the teacher.

   (11, 12, 13, 15, 16, 17)

10. Learn a poem about Concord and recite it to the class.

11. Form a committee to collect several records of the kind of music which was in vogue in Colonial days. Bring these to class and play them for the class. Learn a simple dance step or two that goes with each record and show the class how the people danced in those days.

12. Write a short play based on any incident in the history of Concord. Select people to act this out for the benefit of the class or during an assembly program.

13. Make a collection of glass slides, made by yourself, and show these to the class, explaining as you go along. The lantern will be made available to you upon request for practice and the final showing.

14. Make an outline map of the area around Boston, 1600-1700, showing the towns, Indian villages, rivers, roads and the occupations of the colonists. Be prepared to show this to the class, explaining the things you have shown.

15. Make a water-color or crayon frieze of episodes from the settlement of Concord to the Concord Fight. Put this on display in the room.

16. Bring to class a large Saving Stamp and Bond poster. Explain why the picture of the Minute Man is used on it.

17. Suggest any other activity which you would find interesting, or which some other member of the class might enjoy doing. Ask the teacher to add the activity to the Special Activity Guide Sheet.

[illegible]

Directions: Read each statement carefully. If you think the statement is true, pencil a circle around the number of the statement. If you think it is false, make an "F" through the number of the statement. Mark each statement, and put a question mark in front of the number if you are very much in doubt about the correct answer. Remember, if any part of the statement is false, the statement as a whole is false.

- -

1. In the seventeenth century America was already looked upon as the "land of opportunity".

2. The earliest English settlers came here mainly to find gold.

3. In America, even a poor man might hope to get land of his own.

4. King James I and his son, Charles I, tried to give their English subjects rights which they had never enjoyed in the past.

5. Many men of importance in England came to America that they might be free to work out their own ideas of government.

6. Simon Willard picked the site for the town.

7. The situation of the place was near the seacoast and easily reached from Boston.

8. Peter Bulkeley was a silenced clergyman who persuaded a good number of planters to join him in going to New England.

9. The plantation of Musketaquid was settled by a company of about one hundred families.

10. The early settlers wished to live far enough from the Puritans that they might enjoy unmolested the simpler forms of religious worship that they approved.

11. The proud distinction of the Kentishmen was the tenacity with which they held to their rights and customs.

12. The people of Middlesex County derive their origin in great part from the most peaceful and most obedient of English Counties (Surrey).

13. There were many people from Kent in the early population of Concord.

14. The people who came from Kent did not stay in Concord but moved to Boston.

15. The people of Concord have been quick to rise in defense of their rights.

16. The first houses of the settlers were cave-like shelters dug into the hillside.

17. The second year, houses were erected as far as where the south and north bridges now stand.

18. Many of the settlers were forced to go barefoot and bareleg the first winter.

19. The food supply lasted through the first winter, so all the settlers were well fed on English wheat and rye.

20. The horses, cattle, swine and sheep thrived nicely on the farms from the very beginning.

21. If Peter Bulkeley had not urged them to have faith in God the settlers would have given up and returned to Boston.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

27. Concord allowed nonfreemen to vote for its General Court representatives and was, therefore, fined by the Colony.

28. Concord was the first American town to tax its inhabitants.

29. The town soon began to express opinions on every question before the Colony in its town meetings.

30. The Concord people felt less restrained by the government of the Colony because they were not represented in it.

31. Concord was considered a very loyal and dependable town by the British.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

47. Thomas Wheeler was shown Conduit of a frontier house of comfort to keep an eye on hostile Indians.

48. The troop of horsemen led by Thomas Wheeler scored a great victory over the Indians at Brookfield.

49. When Thomas Wheeler was badly wounded at Brookfield he appointed Simon Davis to take command.

50. Major Simon Willard led a troop of horsemen to the rescue of the besieged soldiers at Brookfield.

51. Simon Willard died bravely while attempting to rescue the people of Sudbury.

52. Concord village was attacked by the Indians because of their hate for Reverend Edward Bulkeley.

53. Concord was a military headquarters during the war against King Philip.

54. Concord sent its men to help save Lancaster, Sudbury, Brookfield and other inland towns.

55. The Concord militia which went to Sudbury wiped out all of the attacking Indians.

56. Six companies of militia made Concord their rendezvous for patrolling the frontier while the Indians were troublesome.

57. John Hoar housed the Christian Indians and protected them against cruel white men.

58. The Town placed extra taxes on John Hoar because he protected the Praying Indians.

59. When the soldiers came to take away the Indians, John Hoar refused to open his door.

60. The Praying Indians were taken from John Hoar's farm and told to return to their brothers in the forest.

61. The townsfolk of Concord sided with John Hoar when he refused to surrender his Indian friends to the soldiers.

62. Governor Andros expressed doubt as to the citizens' titles to their land.

63. Concord refused to send any men to Boston to help imprison Andros.

64. Governor Andros accepted the treaty which Concord had made with Tahattawan as being the only legal purchase of land in the whole colony.

65. Concord's leaders said that Andros had levied taxes and made laws without the agreement of the people.

66. The spirit of independence growing in the minds of the colonists made its first clear showing with the revolt against Andros and the harsh laws of the king.

67. Concord did not protest against the Stamp Act because it did no harm to business in the town.

68. The lawyers of Concord were angry about the Stamp Act because it threatened to close the Town Court.

a Stamp Act Congress be called which should devise ways to oppose the tax.

70. Concord was prepared for further trouble by the impending of the Stamp Act.

71. Concord's town meeting advised the towns of the colony to become warlike people.

72. The Town of Concord declared that while the people would risk their lives in defense of the King, they would equally risk them in defense of their chosen state.

73. Captain James Barrett was sent as the delegate from Concord at the meeting of the General Court in Salem, to help pick delegates to the Continental Congress.

74. The inhabitants of Concord, busy with their farming, trading and milling relied on deductions to the British blockade of Boston.

75. In September, 1774, the people of Concord assembled on the Common and approved wholeheartedly the new royal law which made the judges dependant on the King.

76. On September 26, 1774, the whole town resolved itself into a committee of safety "to aid all representatives of the King".

77. In 1774, Concord said that the courts should sit in the old way, and not be influenced by royal wishes.

78. A large meeting of the people of Concord, in 1774, produced a written declaration which informed the justices that they should not open the court.

79. On September 26, 1774, Concord voted to raise one or more companies to march "at a minute's warning" in case of alarm.

80. The Minute Men were to provide their own arms and ammunition.

81. Concord was the first American Town to organize and equip its own militia.

82. Concord was not content with the old militia, so it formed companies of Minute Men, established military regulations and collected supplies.

83. The Provincial Congress met in Concord on October 11, 1774.

84. The government of Massachusetts passed forever from British hands with the meeting of the Provincial Congress.

85. Concord was selected as the place for the Provincial Congress because it was near Boston.

86. The Second Provincial Congress met in Concord in March and April, 1774.

87. The Second Provincial Congress drew up plans for an army but could not count on the other New England colonies for men.

88. John Hancock and Samuel Adams did not attend the Second Provincial Congress for fear they would be captured by the British.

89. None of the outstanding leaders of the colony could be present at the Second Provincial Congress, and so it was a failure.

90. The Second Provincial Congress adjourned just four days before the British marched to Concord.

91. The leaders of the preparations for revolt used Concord as headquarters.

92. Guns and other war supplies were brought to Concord openly and kept in the meeting house hall.

93. When the province began to gather munitions for an army, Concord became the most important storehouse for them.

94. The Committee of Safety often gathered at Jones's Tavern in Concord while collecting arms and hiding them out of Gage's reach.

95. In case the British marched toward Concord the Minute Men from the nearby towns were to report to the meeting house in Lexington.

96. General Gage did not know that any soldiers were being trained in Concord.

97. Gage decided to destroy the military stores and capture the rebel leaders with one quick movement.

98. The Tories kept Gage well-informed as to the activities in Concord.

99. The British sent spies to Daniel Bliss in Concord seeking maps and details about the town's preparations for trouble.

100. The British secretly organized an expedition which left Boston late in the evening of April 17th.

101. Dr. Joseph Warren sent Dawes and Revere to warn the countryside.

102. The British hurried toward Lexington, where they hoped to catch Sam Adams and John Hancock.

103. Paul Revere was captured by the British before he could get to Lexington.

104. William Dawes escaped from the British and rode on to warn Concord.

105. John Hancock and Sam Adams were not warned in time to escape and were, therefore, captured when the British reached Lexington.

106. Longfellow was wrong when he wrote in his poem that Revere "came to the bridge in Concord Town".

107. Reuben Brown rode to see what had happened in Lexington, but was killed before he could return to Concord with the news.

108. Reverend William Emerson stood outside his house and witnessed the entire event at the North Bridge.

109. On their arrival in town the British took possession of the center and sent out parties to search for munitions.

110. The British discovered much powder which they destroyed before leaving town.

111. The Minute Men fired at the British Troops across the North Bridge, to start the battle which began the Revolutionary War.

112. The "shot heard 'round the world" was fired at the British by the Lexington Minute Men.

113. Two hundred and thirty-seven British soldiers died during the disastrous retreat from Concord to Boston.

114. Concord's share in beginning the Revolution was attack, no longer defense.

115. The committees of correspondence sent the news of the Concord fight to all the other colonies.

116. For the next few days after the fight, Concord was quiet and peaceful again.

117. The colonists surrounded Boston and laid siege to the city.

118. The news of the events at Concord and Lexington stirred the patriots of all the colonies into action against the British.

119. The men of Concord did not realize what a serious thing they were doing when they defied their King.

120. King George took the news of the Concord fight seriously, and wrote in his diary "the die is cast".

121. On April 19, 1775, the Revolution began, to end only with the creation of a new nation.

122. The men of Concord knew that they could never obtain social justice and religious freedom while they were ruled by England.

123. Concord's leaders acted in anger, without studying the situation, when they began the war with the British.

124. The Kentish spirit, so strong in the minds of Concord's people, provided the spark which set off the Revolution.

125. The colonists did not desire independence but only the lifting of severe restrictions set on them by the King.

126. Freedom to worship God as they pleased was finally guaranteed Americans by the Declaration of Independence.

127. Fair representation in government and the right of the people to voice its wants was obtained through the Constitution of the new nation.

128. The fervent desire of the early Concordians to obtain equal rights for all men spread to the men who wrote the Constitution.

(Encircle your answer.)

1. Did you find "The Early Days of Concord" interesting to study in unit form? Yes No
2. Do you think that it was more interesting to study this way than the old way? Yes No
3. Did you find it difficult to use more than one text? Yes No
4. Were your classmates helpful to you in solving the problems? Yes No
5. Do you think that the unit method of learning gives the teacher a better chance to understand you and your work? Yes No
6. Did you have any opportunities to share your ideas with other people's? Yes No
7. Did the movies and slidefilms help you to understand the facts? Yes No
8. Was the General Study Guide helpful to you in getting started on your problems? Yes No
9. Did you enjoy being able to choose any activity or problem with which to begin? Yes No
10. Could you think of any other activities which you would like to do in the unit? Yes No
11. Was the pooling and sharing of ideas and experiences helpful to you? Yes No
12. Does the unit method seem to be more democratic than the old method of teaching and learning? Yes No
13. Did the problems stated in the General Study Guide make you want to find the solutions to them? Yes No
14. Were there enough books and pamphlets available for your use at all times? Yes No
15. Did the teacher answer your questions clearly and helpfully? Yes No
16. Did you like the kind of test we had at the end? Yes No
17. Do you think a shorter test would have been better? Yes No
18. Would you rather have a chance to write out your answers to a test than encircle either True or False? Yes No
19. Did the chance to put down a question mark when you didn't know an answer keep you from guessing in the test? Yes No
20. Do you think you learn more by studying with the unit method than you do when the teacher does most of the teaching? Yes No
21. Would you like to follow this method in your history class in the future? Yes No
22. Do you think the unit method would prove helpful to you in the other school subjects? Yes No
23. Do you think that you could have done well in the test if you did only the required activities? Yes No
24. Did the changes in the classroom (such as the addition of tables and chairs, more bookcases, new bulletin boards, and filing cabinets) make it a better place in which to work? Yes No
25. Did you go to the public library for extra reading materials? Yes No

[illegible]

I. What to do on the trip :

A. When you get on the bus, take seats in the back.
B. Let the girls get on first.
C. Keep the same seats while on the bus.
D. Don't fool around, sing, or make noise.
E. Listen to the teacher when he describes things.
F. Write, don't talk, when you have a question. You can get the answer later on when we get back.
G. Take notes on anything that seems important.
H. Stay together when we walk around.

II. Things to look for on the trip :

A. What is written on the battle monument ?
B. Why is the Old Manse famous ?
C. How many were killed in the battle at the bridge ?
D. Who was Isaac David ? Elisha Jones ?
E. Who made the Minute Man statue ?
F. Why do visitors like to visit Jethro's tree ?
G. What ha ppened at Wright's Tavern ?
H. Who was Reuben Brown ? Where did he live ?
I. Where and when did the Provincial Congress meet ?
J. Who rode into Concord to warn the people ?
K. What happened at Hartwell's Farm ? Meriam's Corner ?
L. Did the British capture Sam Adams or John Hancock ?
M. Who was Colonel Barrett ?
N. How did the bullet get into the Bullet Hole House ?
O. What was the route of the retreating British ?
P. Where was the first settlement ?

III. Places we will visit :

A. Battleground and North Bridge.
B. Old Manse and Bullet Hole House.
C. Jethro's Tree and Wright Tavern.
D. Wright's Tavern and First Parish Church.
E. Reuben Brown's house.
F. Revolutionary Ridge.
G. Site of first settlement.
H. Meriam's Corner.
I.. Hartwell's Farm.

Plans for culminating phase of
Pupil Experiences in New Unit

Monday :

1. Oral reports
   a. The story of the first winter.
   b. The life of Rev. Peter Bulkley
   c. The life of Simon Willard

2. Music and dancing of Colonial days
   a. Recording of the minuet.
   b. Demonstration of the dance.
   c. Old folk song. All join in.
   d. Hymn. By chorus.

Tuesday :

1. Play presentation
   a. The coming of the British, April 19, and the rally of the Minute Men.

2. Explanations of bulletin board exhibits.
   a. Photographs taken on field trip.
   b. Postcards depicting historic Concord.

Wednesday :

1. Presentation of maps, sketches and other art work.
   a. Map of Concord showing the fight and the retreat of the British.
   b. Freehand sketch of Minute Man.
   c. Sketches of old house on Revolutionary Ridge.
   d. Explanation of drawing of the first homes of the settlers.
   e. Description of loom and spinning wheel.

2. Motion picture -- "Writing the Constitution"
3. Discussion of the motion picture as it relates to the unit.
4. (During English period) Reading of summaries of field trip selected as outstanding.

Thursday :

1. (During English period) Writing "What I Have Learned About Historic Concord."
   a. Mention what you knew before you began the study of the unit.

COPY[1]/ W. Dow

Question 30

Question: At the end of this Unit Assignment write a summary bringing out the main points of this unit.

Answer: Under Jethroes tree Simon Willard bought six square miles of land from the Indians for cloth clothing shoes and stockings. This land was named Musketaquid and later changed to Concord because of the peaceful manner of purchase. The first settlers lived in crudely built houses and some of them had to dig out caves in the sides of hills. The first winter was a hard one almost no food and shoes and just a little clothing. There was sickness and disease. When Simon Willard saw the great meadows he thought it would be a great place to graze cattle. The living conditions greatly differed from towns nearer the coast because of no food, poorly built houses. Some of the important leaders were, Simon Willard, John Jones, John Buttrick, James Barrett and Rev. Peter Bulkeley. The early religious beliefs of the settlers were, they did not believe that all Englishmen should belong to the English Church. Also they did not like the Puritan religion of Boston. The settlers in the first winter soon showed their Kentish spirit which means the holding fast to their rights and customs regardless of circumstances. More people moved to Concord because there was still plenty of land to be farmed and because they could worship God in their own way. In case of trouble the people of Concord stored up supplies, food, guns, bullets and powder. There were two acts that stirred the people of Concord one was the stamp act, and the other one was the Townsend Act, The British marched on Concord to capture Samuel Adams and John Hancock and also to destory the ammunition sent there by the Minute Men. Three messengers had been sent to warn Concord. They were Dr. Prescott, Paul Revere, and John Dawes. They were all halted by a British Patrol at Hartwell Farm. Dawes and Prescott escaped and Prescott came to warn Concord, The British soldiers while they were in Concord on April 19, 1775 destroyed several carriages for cannons rifled several houses, destroyed several pounds of bullets and took command of the Town House.

1/This is an exact copy of the original summary written by the pupil. No changes in spelling or composition have been made.

COPY[1]/ P. Nagle

Summary on Concord

In1635 Simon Willard purchased a site of land from the Indians and because of the peaceful treaty the white men made with the Indians the name was changed from Musketaquid meaning "Deep River" to Concord meaning "Peace".

The people of Concord endured many hardships the first winter. There was neither food nor clothing enough for everyone. They lived in caves and dugouts in the sides of hills.

Many times the people wanted to give up and go nearer to the Bay Colonies but with the leadership of fine men like Reverend Peter Bulkley and Simon Willard and also the "Kentish" spirt the people stayed on.

In 1775 when the people around Concord were having troble with England Concord became an ammunition hideout.

On April 17, 1775 Williams Dawes rode into Concord and told the people of the battle of Lexington,and that the British were coming to Concord. The people refused to belive the story until Rueben Brown,a, saddle-maker, came bearing the same story.

The minute men who had been trained for just such a battle sent out an alarm to neighboring towns.

The British were tearing up the town in search of ammunition and had taken possession of the Square. A small squardon of the British advanced to the "Old North Bridgh ", where they were met by the minute men.

The minute men began to cross the bridge to the British side. The British fired a shot over their heads in warning,but the minute men kept

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coming. They fired another shot at them and this was known as the "shot heard 'round the world"and as the first sjot of the Revolutionary War.

The people of Concord fought a long hard battle but finally they won their religious freedom and the social justice they desired. This was proven with the signing of the Declaration of Independence and the adoption of the CONSTITUTION OF THE UNITED STATES.

Date Due

MAR 7	1953		
AUG 1 1	1953		
AUG 1 8	1953		
MAR 1 3	1954		
APR 2 3	1955		
MAY 5	1955		
MAY 5	1955		
OCT 1 9	1956		
OCT 2 9	1956		
MAR 6	1957		
MAR 2 2	1957		

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